

New York City, The Great Depression, World War II
Word Parts, Spelling, Vocabulary
Tithing, Sabbath, State of the Dead

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Standards and Integration

Description of Integration Areas and Target Grade Levels

Students in Grades 5-8 become immersed in the Great Depression, World War II, Biblical truths, and Seventh-day Adventist doctrine as they read the conversion story of James Finley, father of noted world evangelist Mark Finley. The unit begins by introducing the six syllable types which are used as the basis for breaking down spelling and vocabulary words encountered in the reading. This unit also teaches cognitive and comprehension strategies.

Content Goals

After completing this unit, students will

- Know the six syllable types and be able to construct and de-construct multi-syllabic words according to type.
- Understand the factors that affected United States history during the crash of the stock market and the resulting Great Depression.
- Examine the domestic and international impact of the Great Depression.
- Discuss the bombing of Pearl Harbor and the rush to build up armed forces.
- Study the events leading to the use of atomic weapons, and how they were used to end the war.
- Understand the importance of developing a personal relationship with Christ.
- Recognize the influence of peer relationships in an individual's choices and interests.
- Understand how our values and attitudes influence our choices.
- Work independently and cooperatively to accomplish goals.
- Write using story elements.
- Use selective underlining and two-column notes to take notes on narratives.
- Recall, compare, contrast, and analyze story events.
- Be familiar with the genre of biography.
- Understand baptism.
- Realize that as a child of God, one has unlimited value.
- Trust that God has a plan for everyone's life.
- Identify themselves as part of God's family.
- Understand God's laws as His gift to abundant life.
- Practice stewardship.
- Realize that the dead do not know anything.



Resources

Finally Free spans a period of history in the life of James Finley starting with his birth in 1923 and ending in modern times. Much of this biography occurs during the Great Depression and during his Navy years in World War II. Provide the students with books, magazines, pictures, articles, and Internet resources that feature this time period. Ideally, you will be teaching this unit during the time that you are covering The Great Depression and World War II in history.



Before You Begin the Book

The Six Syllable Types: Building Blocks for Spelling and Reading The Historical Context



Background

Week One will be spent introducing material which will support the teaching of the book. The actual reading of the book will not begin until Week Two. Week One is called the Pre-Reading Unit and will be spent teaching:

1. *The Six Syllable Types*: This will give a basis for decoding and encoding the vocabulary/spelling words which will be taken from each chapter.
2. *The Historical Context*: Students will research issues of history which form the context of the biography in order to more fully understand the backdrop of the story.

Integration and Schedule for Pre-Reading Unit

It is recommended that the daily instruction take place in two one-hour blocks each day. The first block can be taught during the literacy period and will include spelling, word parts (phonology and morphology), and vocabulary. During this block, students will be taught the six syllable types. The second one-hour block can be taught during the social studies and writing periods. This will be dedicated to researching the historical context of the story and preparing projects which will be shared with the class.

Types of Instruction

In order to insure student success, the unit contains three types of instruction. In the *Direct Instruction* portion of the lesson, the teacher introduces new material, explaining concepts and answering questions until students understand. In the *Guided Practice* section, students work in groups, with peers assisting one another as they work to master concepts. Finally, in the *Independent Practice* section, students do homework and take tests to demonstrate whether they have actually grasped the concept.

Differentiated Instruction and Students with Special Needs

On the first day of the Pre-Reading Unit, the teacher will divide the class into heterogeneous groups containing three to four students. Each group should contain one high-achiever, two middle-achievers, and one low achiever. These groups will provide a context for peer support for students with special needs. The Syllable Type instruction will provide a challenge for high-achievers and help low-readers obtain the skills they need to unlock multi-syllabic words.

By introducing the historical context before beginning the book, the teacher will provide a world-to-text connection for students who may have gaps in their understanding of world events. The final project of this phase of the Pre-Reading Unit will involve student choice, honoring various learning styles.



One Week Pre-Reading Unit

Teaching the Six Syllable Types

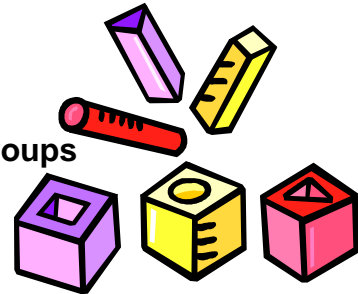
Day One

Duration

One week of daily instruction in one-hour blocks.

Day One: Introduction and Establishment of Cooperative Groups

Introducing the Unit: Explain to the students that they will be doing an integrated unit which will cover reading, spelling, vocabulary, writing, social studies and Bible. Remind them that they will need a loose-leaf notebook and six dividers.



Before starting the book, they will work cooperatively in groups to be prepared for the reading. The first part of the Pre-Reading Unit will involve learning the six syllable types so that they will know how to break down complicated words. This will help them to efficiently spell and read high-level material. The second part of the Pre-Reading Unit will involve doing some writing and research about the time period and historical events that provide the context for the story.

Begin by creating cooperative groupings. These groups should be planned in advance by the teacher and should include (regardless of grade): one high-achiever, two middle-achievers, and one low-achiever. Set the ground rules by letting the students know that you will be walking around as they work, checking to see if they are all on task.

Daily cooperative work in the classroom will be graded as follows:

- ⑤ All group members on task. Maximum effort and cooperation to accomplish the goal.
- ④ Group is mostly on task. Good effort and cooperation to accomplish the goal.
- ③ More than one reminder needed to re-direct members. Minimal accomplishment of goal.

Cooperative Exercise: Assign students to groups and place them at tables or desk clusters for the duration of the unit. Provide time for the students to select a group name. Next, give each group a copy of the *Cooperative Group Exercise*, explain the directions, and provide 30 minutes to accomplish the goal. Set a timer that the students can see. Circulate among the groups with a clipboard and make a check mark every time you pass a group that is on task. If a group is involved in conversation that has nothing to do with the project, let them know that you are not able to give them a check, but expect to see them back on task next time. Be as positive as possible. Reinforce appropriate behavior. Try to work it out so that all groups receive a ⑤. (The point is not for all tasks to be 100% complete. The point is for all group members to be on task. If they are not quite finished with a drawing, for example, do NOT deduct points.)

Tasks:

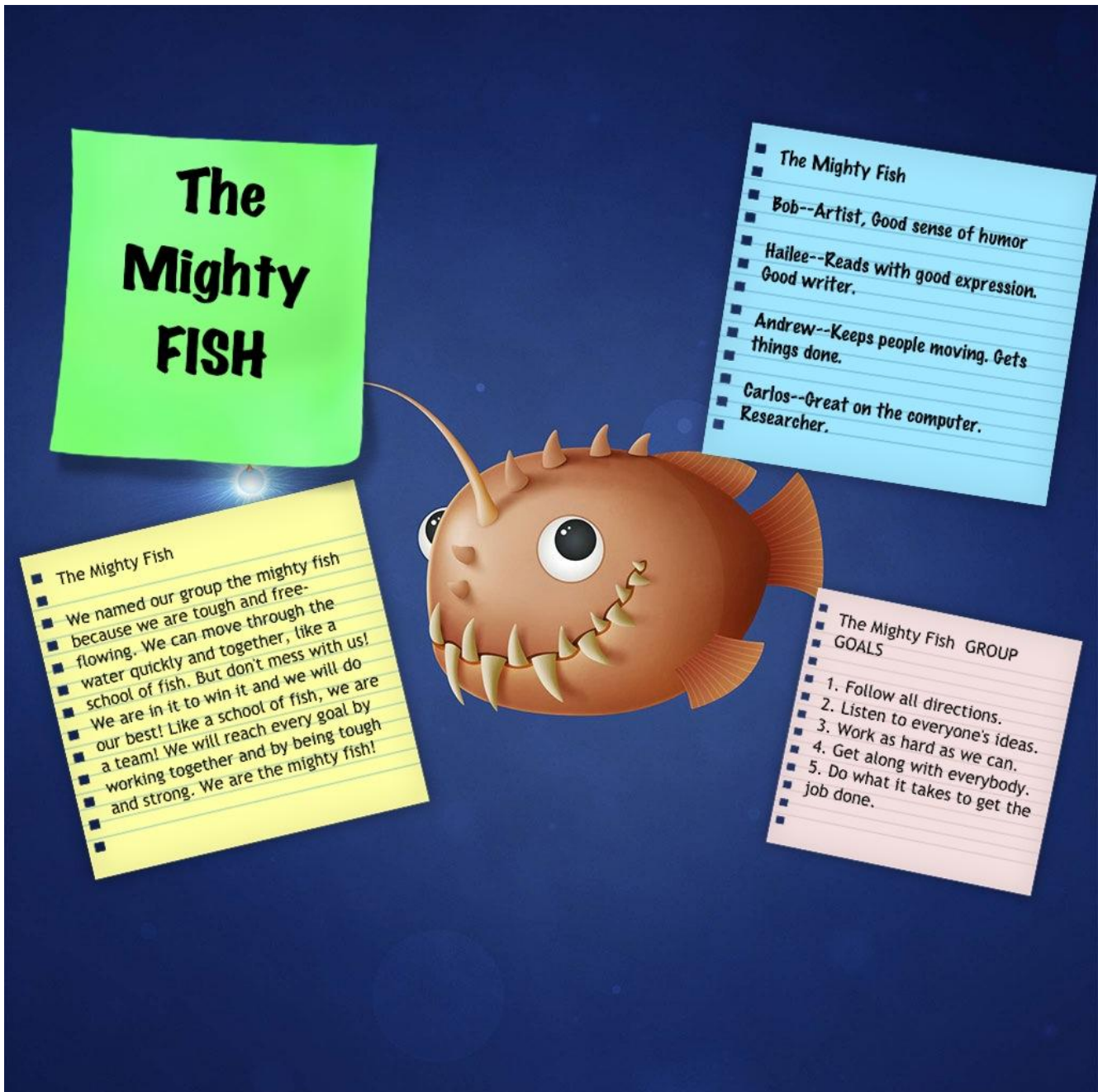
- 1.) Write a paragraph that describes how your group name fits your group.
- 2.) Draw a picture on poster paper illustrating your group.
- 3.) Write each group member's name on a piece of paper and make a list of the things they can do well.
- 4.) Create a set of group goals that your group will follow to support one another.



Cooperative Group Exercise

Talk about each task together. Then work together to complete the following:

- 1.) Write a paragraph that describes how your group name fits your group.
- 2.) Draw a picture on poster paper illustrating your group.
- 3.) Write each group member's name on a piece of paper and make a list of the things they can do well.
- 4.) Create a set of group goals that your group will follow to support one another.





Pre-Reading Unit

Teaching the Six Syllable Types

Day Two: Open and Closed Syllables

Teacher's Background

Watch the video-clips provided with this unit to see this Pre-Unit being taught in an actual classroom:

- 1.) Check for Understanding
- 2.) Scoop and Mark
- 3.) Read long words
- 4.) Spell long words
- 5.) More Tools

Organizing the Work

Ask students to take out their notebooks and dividers. (Have some extras for students who need them.) Have students label the sections as follows:

--Assignments --Syllable Types ---Vocab/Spelling --Writing
 --History --History --Reading



Emphasize that the notebook will be the textbook for the duration of the unit. It is important that it be kept organized and up-to-date.

Teaching the First Two Syllable Types

Direct Instruction

- A. Explain that all words are made up of parts, or syllables. Once we know the syllable types, we can decode (crack the code; read) and encode (put into a code; spell) all words that fall into a regular pattern. To illustrate how syllables work, have the students put a hand under their chin to count syllable types. Each time the chin drops, a new syllable is counted. Practice with the word: [supercalifragilisticexpialidocious](#). With a hand under the chin, the student should say the word and count the syllables (14). Ask why they think the method of placing the hand under the chin works for counting syllables. (Vowels cause us to open our mouths. Consonants cause us to close our mouths. Every syllable contains one vowel *sound*, which causes the mouth to open and the chin to drop.)
- B. Teach the first syllable type: **The Closed Syllable**. Write the following definition on the board and have students take notes on the first page of the *Syllable Types Notes* to be placed in the *Syllable Type* section of their notebooks. (You will find all student materials at the end of this Pre-Reading Unit.)

A closed syllable contains only one vowel and is followed by one or more consonants. The vowel is usually short.

Be sure that students with special needs have plenty of help in copying from the board. Those who finish early in the cooperative groupings can help others catch up by reading the sentence aloud.



The point to remember is that consonant or consonants *close in* the vowel, making it short. The syllable does **not** have to *begin* with a consonant (*i.e.*, “ad”), it can begin with *more than one* consonant (*i.e.*, “slug”), it can end with more than one consonant (*i.e.*, “ject”) or it can simply be a CVC pattern (*i.e.*, “hot”).

Give the following examples and have the class answer “yes” or “no” **in unison** for closed syllable:

- “lish” (Yes)
- “trom” (Yes)
- “flea” (No.) It has more than one vowel and does not end in a consonant.)
- “ant” (Yes)
- “play” (No. It has more than one vowel and does not end in a consonant. The letter ‘y’ can function as a vowel or consonant. In this word it is functioning as a vowel.)
- “soap” (No. It has more than one vowel.)
- “sap” (Yes)
- “stain” (No. It has more than one vowel.)

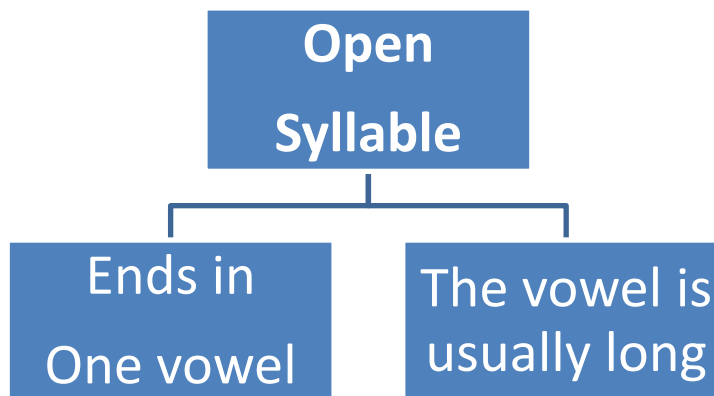
After this “answer in unison” exercise, go over the words and word parts above one more time, having the students write them in the Example and Non-Example categories on their *Syllable Types Notes* page.

Note: This is the Direct Instruction part of the lesson. Be sure that every student writes everything correctly in the appropriate categories. This will be used for studying later. When you are sure that everything is written correctly, have the students place the Closed Syllable page in their notebooks under the Syllable section.

- C. Teach the second syllable type. **The Open Syllable.** Write the following definition on the board and have students fill in their notes on the *Open Syllable* section of their *Notes Page* to be placed in the *Syllable Type* section of their notebooks.

An open syllable ends in one vowel. The vowel is usually long.

Be sure that students with special needs have plenty of help in copying the definition correctly.





The point to remember is that the vowel is *not* closed in by a consonant; therefore it remains long. Write the vowels (a,e,i,o,u) on the board and ask the students which of the vowels has **two** long sounds. (The answer is the letter “u.” The long “u” can say /oo/ as well as its name.) Next, write the following syllables on the board and have the class answer “yes” or “no” in unison for open syllables:

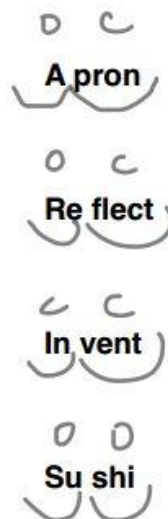
- “stri” (Yes)
- “late” (No. There is more than one vowel.)
- “cy” (Yes. The “y” is functioning as a vowel.)
- “ope” (No. There is more than one vowel.)
- “u” (Yes.)
- “ash” (No. The consonant digraph “sh” closes in the vowel.)
- “glo” (Yes.)
- “sow” (No. The “w” is serving as a second vowel.)

Have the students provide further examples. Write these examples on the board, indicating “Yes” for correct examples and “No” for non-examples. Next, go over the words and word parts above one more time, having the students write them in the appropriate categories of the *Open Syllable* notes section.

Remember, this is the Direct Instruction part of the lesson. Be sure that every student writes everything correctly in the appropriate categories. When you are sure that everything is written correctly, have the students place the Syllable Notes page in their notebooks under the Syllable section.

Guided Practice:

Place the students in their cooperative groups and give them 10-15 minutes to generate as many two-syllable words as they can in which each syllable is either **open** or **closed**. Use the [Group Work: Open and Closed Sheet](#) at the end of this Pre-Reading Section, teaching students how to “scoop” and label words by presenting the following examples:





Students may use any sources in the classroom that are available as they search for words. Let them know that the group with the highest number of correct syllables will receive the highest score. When you say “Stop,” all groups must finish working and select a representative for their team. Then each group will present their words, one at a time.



The representative will come to the front and write each word on the board as the class judges whether it is an acceptable word or not. (The word must contain two syllables. Each syllable must fit into the category of “open” or “closed.”) If the word is ruled out, none of the syllables may be counted. Following the checking of each word, team members will count their total

number of syllables. All members of the team with the most syllables will receive a ⑤. All other students will receive a ④. Record points for *Guided Practice* in your gradebook before assigning the *Independent Practice* below.

Independent Practice

For homework, each student will make a list of words with *more than two syllables* in which each syllable is either *open* or *closed*. Use the [Open and Closed Syllable Homework Sheet](#), providing the following examples:



Be sure that each student understands the homework and places it behind the “Assignment TAB” in the notebook. Let the students know that they will be graded as follows:

Fifth-graders	Sixth-graders	Seventh-graders	Eighth-graders
8 acceptable words ⑤	10 words ⑤	12 words ⑤	15 words ⑤
4 acceptable words ④	6 words ④	8 words ④	10 words ④
2 acceptable words ③	3 words ③	4 words ③	5 words ③

Students may wish to write more than the top number of words in case any words are ruled out as unacceptable. Since this is *Independent Practice*, no two lists should be the same. Credit will not be given to students who hand in identical lists of words. However, students with special needs should be provided with the phone number of the high-achiever in their group in case they need help outside of class.



Pre-Reading Unit

Teaching the Six Syllable Types

Day Three: Silent e and R-Controlled

Homework Review

Have students get into their cooperative groups and peer review the lists of words each member did for homework. After all words have been reviewed, discuss as a class any words which seem to pose a problem. Use this as a learning experience for the students. After all words have been reviewed, record the homework scores.

Direct Instruction

Put today's lesson in context by reviewing with students: What is a syllable? (A word part with only one vowel sound.) Why is it important to know about syllables? (You will be able to read and spell most words.) How can you tell how many syllables are in a word? (Put your hand under your chin and it will drop each time there is a new syllable.) What types have we studied so far? (Closed and Open). What are the definitions of each? (A closed syllable contains only one vowel and is followed by one or more consonants. The vowel is generally short. An open syllable ends in one vowel. The vowel is generally long.)

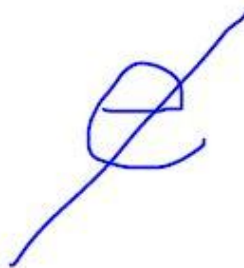
- D. Teach the third syllable type: **silent-e**. Write the definition below on the board. Have students fill in their notes on the [Silent-e section of their Notes Page](#) to be placed in the *Syllable Type* section of their notebooks.

A silent-e syllable has one vowel followed by a consonant followed by an e. The e is silent and makes the vowel that comes before it LONG.

Tell students that when they were in the lower grades, they may have called this a VCE syllable (vowel-consonant-e). Write the following syllables on the board and have the class answer "Yes" or "No" in unison for *silent-e* syllables:

"plate" (Yes) "pain" (No) "play" (No) "scythe" (Yes. The "y" is a vowel.)

The silent-e syllable is marked like this:





Have the students provide further examples and non-examples. These should be written under the column headings “Examples” and “Non-Examples” below the definition of the *silent-e* syllable in the Student Notebook. Remember, this is *Direct Instruction*. Be sure all students, especially those with special needs, have written everything correctly.

- E. Now teach the fourth syllable type: **r-controlled**. Write the definition on the board for students to copy on their Notes Page:

An *r-controlled* syllable has a vowel followed by an *r*, which changes the sound of the vowel.

Explain that the *r* actually changes the sound of the vowel. Write the following examples on the board and read each one, asking students to answer “Yes” or “No” in unison for *r-controlled* syllables:

- “sort” (Yes)
- “trade” (No. The *r* must follow the vowel, not precede it.)
- “chart” (Yes)
- “squint” (No)
- “squirt” (Yes)

Have the students provide further examples then instruct them to write all *Examples* and *Non-Examples* in their notebooks following the definition.

Guided Practice

Provide students with the list of words ([Review of First Four Syllable Types](#)) and have them work in their groups to scoop and mark all syllables according to the four types they have been taught (*closed*, *open*, *silent-e*, and *r-controlled*). When they are finished, groups should search sources in the room to see who can find the word with the most syllables which contains any combination of the four types studied. Once this activity is completed, record a ☺ for each member of the group with the word with the most syllables. All other class members should receive a ☹. Then go over the syllable types on the group activity sheet: *Review of First Four Syllable Types*. Ask each group to give their scores to be recorded in the gradebook.



Independent Practice: Make a list of words containing only the two new types of syllables studied. These may be in any combination, *i.e.*, murmur, murder, turbine, etc. Each word must be scooped and marked. Papers will be graded as yesterday.



Pre-Reading Unit

Teaching the Six Syllable Types

Day Four: Consonant-le and Double Vowel

Homework Review

Place students in their cooperative groups to peer review the lists of words each member did for homework. After all words have been reviewed, record the homework score for each student. Discuss as a class any words which pose a problem.

Direct Instruction

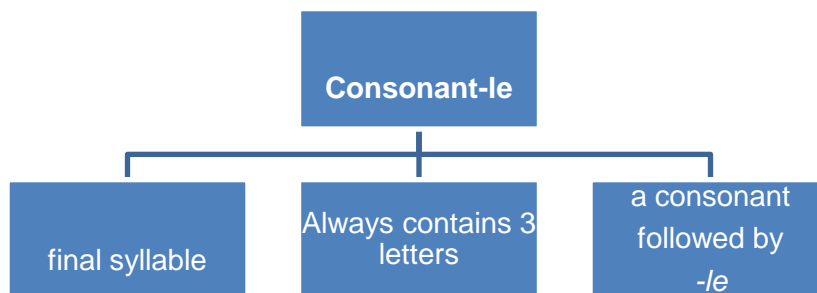
Put today’s lesson in context by reviewing with students: What four types of syllables have we studied so far? What are the definitions?

- F. Teach the fifth syllable type. **The Consonant-le syllable. (C-le).** Students should complete the definition on their [Consonant-le Syllable Notes](#) page.

The point to stress is that the syllable always sounds like /ul/. Every *consonant-le* syllable has three letters, for example, the last syllable in the word *apple*. Challenge the students to identify some words which add a silent letter in order to make the three letters required for a *consonant-le* word. (Words like “whistle” at a “t” to the final syllable because the “s” is needed to close off the first syllable and the *consonant-le* syllable must have three letters.) Give the following words *orally*. (This is the first time you will NOT write the words on the board.) Tell the students to listen closely to the words and to try and picture the correct spelling of the word in their heads. Have the class answer “Yes” or “No” in unison for words that have the *consonant-le* syllable as the final syllable.

“marble” (Yes)	“crackle” (Yes)	“mongrel” (No)
“trial” (No)	“saddle” (Yes)	“trivial” (No)

Have the students provide further examples to write in the correct section of their *Syllable Notes Pages*.





G. Teach the sixth syllable type. **The double-vowel syllable (Diphthong.)** Write the definition on the board and ask students to fill in the definition on their *Syllable Notes Page*.

A double-vowel syllable has two vowels that together make one sound.

The point to remember is that vowel teams make one sound, but many vowel teams have a number of different possible sounds that they can make. For example, “ie” can say /e/ as in “chief” or /i/ as in “pie.”

Give the following words and ask the class to answer “Yes” or “No” in unison if the final syllables are double-vowel syllables. (Again, do not write these words on the board. Tell the students to picture the words in their heads. This will test their knowledge of correct spelling.)

- “contain” (Yes) “belief” (Yes) “concrete” (No) “inhale” (No)
 “migrate” (No) “pancake” (No) “remain” (Yes) “conceit” (Yes)

Guided Practice

Give students the [list of words containing the six syllable types already taught](#) (from the *Student Assignment* Section) and have them scoop and mark all syllables, using the following symbols for the two new types: le = consonant-le and dv = double vowel.

1. Article
2. Partake
3. Audible
4. Freezing
5. Elizabeth
6. Forecast
7. American
8. Conference
9. Development
10. Autograph



When they are finished, groups should search the sources in the room to see who can come up with the word with the most syllables which contains any combination of the six types studied. Once this activity is completed, record a ⑤ for each member of the group with the word with the most syllables. All other class members should receive a ④. Then go over the syllable types on the group activity sheet: Open, Closed, Silent-e, R-controlled, Double Vowel, Consonant-le. Ask each group to give their scores to be recorded in the gradebook.

Independent Practice

Give students the [paragraph from the book Frindle](#) (from the *Student Assignment* section) to take home and mark all syllable types. Be sure that students with special needs have the phone number of the high achiever in their group to call if they forget how to do the assignment.

C O C O dv O dv C C C C dv
 When he was about two years old, his mom had bought
 C / C / C dvole C C dv C C O
 him one of those unbreakable cassette players and a
 C C C O C / O C / C C O
 bunch of sing-a-long tapes. He had loved them and he
 dy C C O r C O r C O r O dv r O C
 played them over and over and over. He would carry the
 / C O dy r O C O r r C C O C r
 tape and the player to his mother or his big brother or
 O r C C C O C r C dv O O O
 father and bang them together and say, "Gwagala,
 O O O O O O C C / / C O / C O
 gwagala, gwagala," until someone put the tape in the
 O / C r C C C
 machine and turned it on.



Pre-Reading Unit

Teaching the Six Syllable Types

Day Five: More Tools to Break Down Words

Homework Review

Review homework together as a class, orally. Talk about the challenging words which do not fit the expected definition, such as “cassette” (it is closed, but ends with a vowel because it comes from the French) and “mother” and “brother” (the first vowel is pronounced with the *schwa* sound rather than the open vowel sound. This will be addressed in this lesson.) Give each student who made an attempt at doing the entire paragraph a ☺. If students did a part of the paragraph, give them a ☹.

Direct Instruction

H. Work with the students once again, reviewing the six syllable types. Then tell them that there are three more things they need to know when it comes to syllables. This will be the final lesson on syllable types.

- a. The *schwa*. The *schwa* sound can be any one of the six vowels (including “y”) which takes the sound of the short “u.” It is generally an unaccented syllable which falls in the middle of a word. While it is technically an “open syllable,” it may help to identify is as “open-schwa.” Examples include the middle syllable in “Indicate,” “Compliment,” etc. Challenge the students to think of examples of the *open-schwa* for each vowel. Here are some words that illustrate this:

A	Separate	Syllable
E	Serenade	Flagellate
I	Compliment	Indicate
O	Synonym	Innocent
U	Medium	Circus
Y	Syringe	Tyrannosaurus Rex

To further emphasize the *schwa*, show the YouTube video at:
<http://tinyurl.com/kccx37z>

Now have students fill in the blanks on their [Syllable Notes Page: More Tools to Break Down Words](#).





- b. *Tion, Sion, Cious*. Guide the students as they continue to fill in their *Syllable Notes Pages*. These syllables always sound like /shun/ and /shus/. They can be identified as /shun/ syllables, although they are technically double-vowel syllables. Challenge the students to think of examples. Write them on the board and check to be sure that students with special needs are writing the correct examples on their *Notes pages*.
- c. *Root word and affixes*. Guide the students through this section, reminding them that much of this will be a review of what they have learned in the lower grades. We are including *base words and affixes* because it will complete all of the tools needed for breaking down words. While it is a relatively simple concept, it is important for unlocking word meaning and spelling.

Guide students as they fill in their [Syllable Notes Page](#) as follows: Many words contain a base word with added parts. The part at the beginning is called a prefix. The part at the end is called a suffix. When you are reading and spelling, if a word has more than one part, look for the root word first, then add the other parts.

Have students work in their cooperative groups to come up with answers to the following questions. Give them a few seconds to talk about the question, then call on one member of the group to answer. Guide the students as they write the correct answers on their [Syllable Notes page](#).

The word is *Involuntarily*.

What is the root word?

Volunteer

What is the prefix?

In

What does the prefix mean?

Not

How many suffixes are there?

2

What are they?

i, ly

How is the root word affected?

The spelling of “eer” changes to “ar”

What do the suffixes mean?

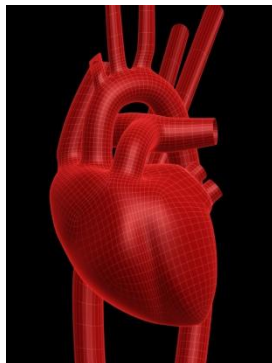
“in this way”

How do you put this together?

Not in the manner of a volunteer

What does the word mean?

With no effort; automatically



The heart pumps blood involuntarily.



Guided Practice

Use the [Group Work: MoreTools](#) sheet in the Student Assignments section.

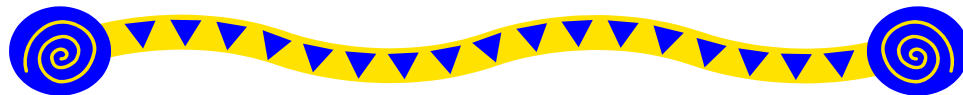
1. Set a timer for five minutes. Instruct the students to work in their groups for five minutes to try and come up with as many words as they can which contain a *schwa*. Go over all words at the end. Each member of the group with the most acceptable words will receive a ⑤. All other students will receive a ④.
2. Once again, set the timer for five minutes. Challenge the groups to try and come up with the most words containing *-tion*, *-sion*, and *-cious*. Go over all words at the end. Each member of the group with the most acceptable words will receive a ⑤. All other students will receive a ④.
3. Once again, set the timer for five minutes. Challenge the groups to come up with ONE word which has the most prefixes and suffixes added to the base word. Go over all words at the end. Each member of the group with the word containing the most prefixes and suffixes will receive a ⑤. All other students will receive a ④.

Independent Practice

Provide students with the [final Homework Sheet](#) and have them make a list of words for classmates to scoop and identify. Challenge them to include all syllable types, along with some *prefixes*, *suffixes*, *schwa* syllables, and *tion* syllables. They should include an answer key.

Fifth-graders	Sixth-graders	Seventh-graders	Eighth-graders
8 acceptable words ⑤	10 words ⑤	12 words ⑤	15 words ⑤
4 acceptable words ④	6 words ④	8 words ④	10 words ④
2 acceptable words ③	3 words ③	4 words ③	5 words ③

This completes the Instructions for the **Syllable section** of the **Pre-Reading Unit**.





Pre-Reading Unit
Teaching the Six Syllable Types
Student Assignments



Direct Instruction: *Syllable Types Notes Pages*

Guided Practice: *Group Work*

Independent Practice: *Homework*

In-Class and Homework Student Assignments



Syllable Types Notes

Open and Closed

1. **The Closed Syllable** contains only one _____
 and is followed by one or more _____.
- The _____ is usually _____.

Examples	Non-Examples

2. **The Open Syllable** ends in a _____.
- The _____ is generally _____.

Examples	Non-Examples



Silent-e and R-Controlled

3. The **Silent-e Syllable** has one _____ followed by
 a _____ followed by an _____. The _____ is _____
 and makes the _____ long.

Examples	Non-Examples

4. An **r-controlled syllable** has one _____ followed by an r,
 which changes the vowel sound.

Examples	Non-Examples



Consonant-le and Double-vowel

5. A *consonant-le syllable* is a _____ syllable which always contains _____ letters: a _____ followed by *-le*.

Examples	Non-Examples

6. The *double-vowel syllable* has _____ vowels which make a _____ sound.

Examples	Non-Examples



More Tools to Break Down Words

Here are three more things you need to know to break down words:

1. The _____. The _____ sound can be any one of the six _____ which takes the sound of a short _____. It is usually an _____ syllable which falls in the _____ of a word.

2. *Tion, Sion, Cious*. These syllables sound like / _____ / and / _____ /, even though they are technically _____ syllables.



3. *Root word and affixes.*

Many words contain a _____ with added parts.

The part at the beginning is called a _____.

The part at the end is called a _____. When you are reading and spelling, if a word has more than one part, look for the _____ first, then add the other parts.

Example:

Involuntarily.

What is the root word? _____

What is the prefix? _____

What does it mean? _____

How many suffixes are there? _____

What are they? _____

How is the base word affected? _____

What do the suffixes mean? _____

How do you put this together to get the meaning of this word? _____

What does this word mean? _____

Without looking, spell the word: _____



What Does the Word Mean?

1. Does the word have a prefix or suffix added on to it? Slice off the affixes:

_____ means _____
 _____ means _____

2. What is the root word? _____

3. What part of speech is the word? _____

If it is a tangible noun, draw it on the other side of this paper. Otherwise, continue with #4.

4. What are the characteristics of the root word?

ALWAYS

SOMETIMES

NEVER

5. How does this tie in to what and who you know?

EXAMPLES

NONEXAMPLES



Group Name

Date

Group Work

Open and Closed Syllables

Write as many two-syllable words as you can in which each syllable is either open or closed. Practice scooping and labeling the following syllables with the class before beginning:

A pron

Re flect

In vent

Su shi



Name

Date

Homework

Open and Closed Syllables

Make a list of words with *more than two syllables* in which each syllable is either **open** or **closed**. Scoop each syllable and label it as open or closed. Review your notes to remind you of the rules for each syllable. Remember, each word should *only* be made up of syllables which are open or closed.

Examples: E lec tron ic E las tic Ad mit ting

Fifth-graders

- 8 acceptable words ⑤
- 4 acceptable words ④
- 2 acceptable words ③

Sixth-graders

- 10 words ⑤
- 6 words ④
- 3 words ③

Seventh-graders

- 12 words ⑤
- 8 words ④
- 4 words ③

Eighth-graders

- 15 words ⑤
- 10 words ④
- 5 words ③

You may write extra words on the back to be sure that you have the total possible of acceptable words!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

EXTRA WORDS ON BACK!



Group Name

Date

Group Work

Open, Closed, Silent-e, and r-controlled syllables

Directions: Scoop and mark the following words.
When you are finished, search any books or materials around the classroom to try to come up with the word with the most syllables which contains any combination of the four types.

Murmur

Engage

Relate

Adventist

Florida

Carnival

Informative

Suddenly

Innocent

Nonsense



Name

Date

Homework

Silent-e r-controlled

Make a list of words with *two syllables* in which each syllable is either **silent-e** or **r-controlled**. Scoop each syllable and label it as open or closed. Review your notes to remind you of the rules for each syllable. Remember, each word should *only* be made up of syllables which are silent-e or r-controlled

Examples: Murmur

Turbine

Fifth-graders

8 acceptable words ⑤

4 acceptable words ④

2 acceptable words ③

Sixth-graders

10 words ⑤

6 words ④

3 words ③

Seventh-graders

12 words ⑤

8 words ④

4 words ③

Eighth-graders

15 words ⑤

10 words ④

5 words ③

You may write extra words on the back to be sure that you have the total possible of acceptable words!

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

EXTRA WORDS ON BACK!





Group Name

Date

Group Work

Open, Closed, Silent-e, R-controlled, Consonant-le, Double-vowel

Directions: Scoop and mark the following words. After you scoop **each one**, **READ THE WORD TOGETHER**. If you are finished, search any books or materials around the classroom to try to come up with the word with the most syllables which contains any combination of the six types.

C = closed syllable
O = open syllable
r = r-controlled syllable
dv = double vowel syllable
e = silent-e syllable
le = consonant-l-e- syllable

1. Article
2. Partake
3. Audible
4. Freezing
5. Elizabeth
6. Forecast
7. American
8. Conference
9. Development
10. Autograph



Name

Date

Homework

All syllable types

Directions: Using all the syllable types from your notes, scoop and mark the following paragraph from the book *Frindle* by Andrew Clements. Then read it aloud to someone.

When he was about two years old, his mom had bought him one of those unbreakable cassette players and a bunch of sing-a-long tapes. He had loved them and he played them over and over and over. He would carry the tape and the player to his mother or his big brother or father and bang them together and say, “Gwagala, gwagala, gwagala,” until someone put the tape in the machine and turned it on.



Name _____

Date _____

Homework

Final Syllable Types Assignment

Make a list of words for your class to scoop and identify. Try to include all syllable types, along with some prefixes, suffixes, schwa syllables, and tion syllables.

Fifth-graders

- 8 acceptable words ⑤
- 4 acceptable words ④
- 2 acceptable words ③

Sixth-graders

- 10 words ⑤
- 6 words ④
- 3 words ③

Seventh-graders

- 12 words ⑤
- 8 words ④
- 4 words ③

Eighth-graders

- 15 words ⑤
- 10 words ④
- 5 words ③

You may write extra words on the back to be sure that you have the total possible of acceptable words!

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

EXTRA WORDS ON BACK!



Pre-Reading Unit

Setting the Historical Context

Day One

Introducing the Unit

Explain to the students that next week you will begin reading the book *Finally Free: The James Finley Story*. Then talk about the following:

- The book is a *biography*. Ask the students if they know the meaning of this genre. Draw a Venn diagram on the board and discuss the similarities and differences between the *autobiography* and the *biography*.
- Ask the students to identify the three story elements: *characters, plot, setting*.
 - *Character*. The main *character* in the book is James Finley. Show the first two slides in the PowerPoint, “A Pictorial Walk Through the Book.” Ask the students to talk about the boy that they see pictured. What predictions do they have for this story? What emotions do they identify? What do they sense about this character?



- *Plot*. Have a student read the summary of the book in bold print from the back cover. What type of *plot* will unfold in this book? What might be the problems that need to be resolved?

Originally published as *Nobody's Boy*, this timeless classic has delighted readers for 30 years. The compelling story of the unwanted child who finds his identity in the family of Christ will bring tears to your eyes and joy to your soul. From the lonely Georgia train ride to the crowded streets of Harlem, from the testing of the atomic bomb to the aisles of a tiny church, this riveting biography will stay with you long after the last page has been turned.

- *Setting*. Have students work in groups to list all the elements that are involved in creating a setting. Together, the class should come up with a list that includes such words as: places, dates, historical time period, world events, geography, etc.



Tell the students that the protagonist in this book was born in 1927, but the book begins when he is in elementary school, with much of the action continuing into the next decade. Ask them to calculate the approximate date for the beginning of the book in order to determine which two decades form the basis of much of the story. Create a K-W-H-L chart about the 30s and 40s. This should be done on chart paper, with the students creating a copy to place in the History section of their *Student Notebooks*.

- **W**hat do students know about the 30s and 40s?
- **W**hat do they want to know?
- **H**ow will they find information?
- What have they **L**earned? (This column will be filled in later.)

What do I know?	What do I want to know?	How will I find information?	What have I learned?

Provide 15 minutes for students to consult their Social Studies textbook, the Internet, and books you have in your library about the 30s and 40s. Ask them to list as many topics of interest that are related to these two decades. When they are finished, the list should include such things as:

- The Great Depression
 - Over 13 million Americans lost their jobs
 - Stock market crash of 1929
 - Bank Panic, Mass Unemployment, Dust Bowl
- Various sub-topics around World War II
- The testing of the Atomic Bomb

Tell students that each cooperative group will be creating a short fictional story about a character living in the United States in the 1930s and 1940s. They will pick one of the historical topics (Great Depression, World War II Navy Ships, testing of Atomic Bomb, etc.) for the setting. Groups will begin their work tomorrow as they engage in the WebQuest.



Pre-Reading Unit

Setting the Historical Context

Days Two through Six

WebQuest Cooperative Group Work

Direct the students to the WebQuest: <http://zunal.com/webquest.php?w=189042>

Students will work as a group to complete all activities described in the

WebQuest. Prior to getting started, be sure to thoroughly read all sections so that you are clear on student expectations. You will find Teacher Directions on the WebQuest teacher page. After familiarizing yourself with the WebQuest, determine how many days you will allot for this activity. This will depend on your class size and the abilities of

your students.

The WebQuest is designed for ***differentiated instruction***. The job of the *Story Writer* is best-suited for students who are highly skilled in writing. The job of the *Artist* contains basic vocabulary to facilitate students who may have trouble reading, but are skilled in drawing. The jobs of *Character-Creator* and *Researcher* are suited for the middle-achievers.

Please note that students will be evaluated in two ways for this WebQuest. First, performance as a group will be monitored each day. The teacher will circulate around the room, noting which groups are working well together, remaining focused, and pursuing their assigned tasks. Students have the potential of earning **5** points each day. As you pass each area, make a tally mark on a piece of paper if all group members are on task. If all team members are **not** fully engaged, they should note that you have not awarded the tally mark and quickly re-group so that they can earn back that point the next time you pass by their area. At the end of the period, have the students total up their points (with a total possible score of 5) and record the points for each group member.

The final evaluation for the project will be based on the rubric which is posted in the WebQuest and included at the end of this section. Each group member is responsible for earning the group points for two sections of the rubric as indicated: Artist, Researcher, Character-Creator, and Story-Writer. All group members are responsible for reading over the final document, editing, and revising so that the final project is "clean" and professional. The points earned as a group should be recorded for each individual group member.



Pre-Reading Unit

Setting the Historical Context

Student Assignments Included in WebQuest





Researcher's Name

Group Name

Topic

Date

Researcher's Fact Sheet

1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.



Char. Creator's Name

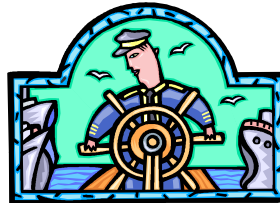
Group Name

Topic

Date

Character-Creator's Directions

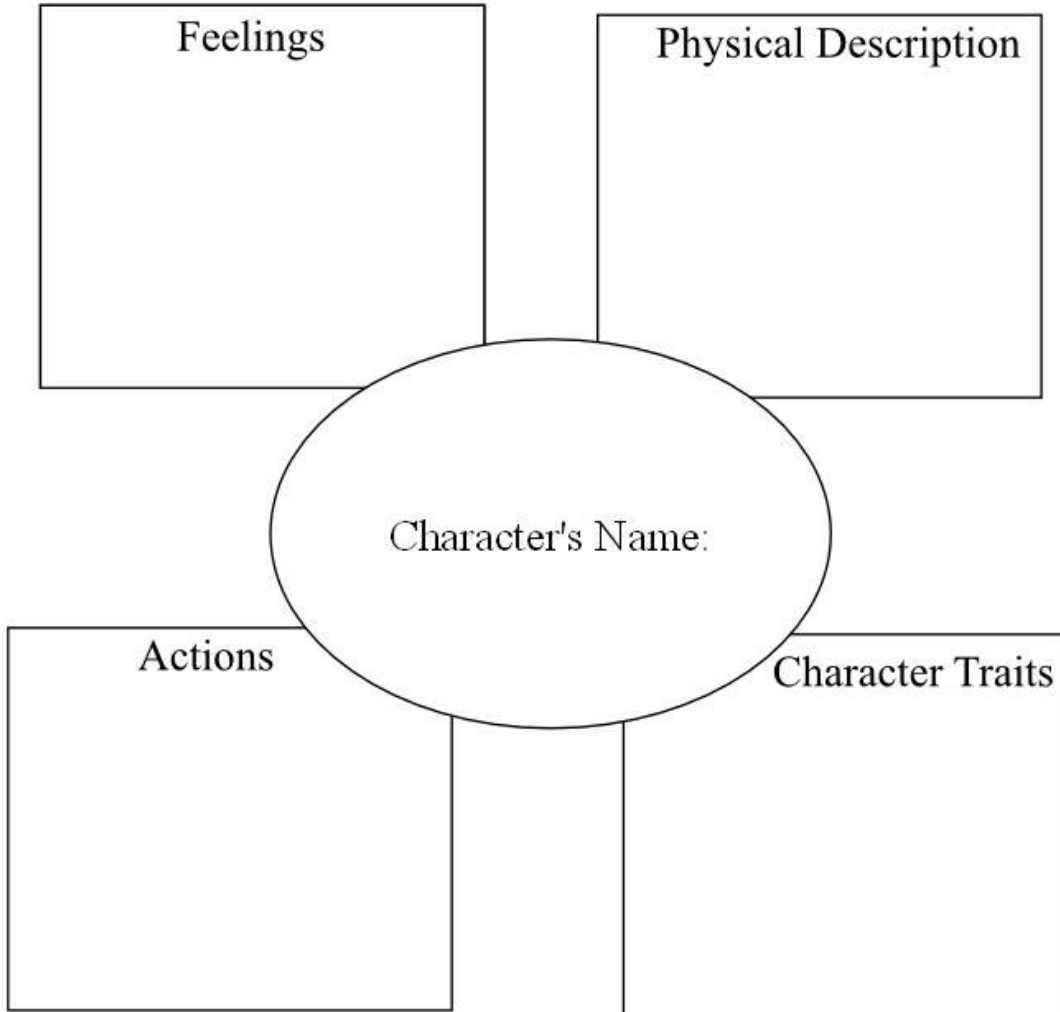
1. Select names from one of the two websites provided (Top Names in the 1930s and 1940s) for at least two well-rounded characters and two flat characters.
2. Download and print the *Character Map* and *Feelings Map*. Make copies of these two papers for all group members, three-hole punch, and put in your *Student Notebooks* in the Reading section.
3. Use the *Character Map* to create a description of all four of your characters. This means that you will need to make four copies of this page, write a character's name in the middle of each page, and fill in all the boxes. When you are finished, you will have four character maps.
4. Use the *Feelings Map* to write descriptions of how your *two well-rounded characters* will change in the story. **Do not fill out the whole sheet. Only fill out the top box, "Describe the character at the beginning" and the bottom box, "Describe the character at the end."** You will need to do this for both well-rounded characters. When you are finished, you will have two "Feelings" pages with the top and bottom box filled in. The story-writer will fill in the events on these two pages later.





CHARACTER MAP

Name: _____ Date: _____





FEELINGS MAP

Name: _____ Date: _____

Describe the character in the beginning.

Event #1

Event #2

Event #3

Describe the character at the end.

The character feels . . .

The character feels . . .

The character feels . . .

_____
Artist's Name_____
Group Name_____
Topic_____
Date

Artist's Instruction Sheet

1. Watch the videos in the WebQuest to get some tips on good drawing.
2. You will need to make at least four drawings. *At least two* must contain color.
 - a. The **cover** of the book. This should contain:
 - i. The title of the story
 - ii. The names and jobs of each group member
 - iii. A drawing that illustrates the story
 - b. A **portrait** of one of the main characters. Use the Character-Map from the *Character Creator* for ideas.
 - c. A **picture of the setting** that contains something that is **true to history**. Use the facts provided by the *Researcher*. This should be something that the *Story-Writer* will include in the setting.
 - d. A picture that shows some type of **action**. Ask the *Story-Writer* for ideas.
3. Group members who finish early may help with the drawing and/or adding color to your pictures.

HINT: Remember to download and read the first two rows of boxes in the *Project Rubric*. This will help to keep you on track as you do your part. If you do not finish your drawings by Day Three, ask your classmates to help you.



_____
Story Writer's Name_____
Group Name_____
Topic_____
Date

Story-Writer Sheet

Your job is to take all of the information and write the story!

1. You will set the story in a real, true-to-life historical context from the 1930s or 1940s. Use the facts provided by the *Researcher* to create the setting. You do not need to use all 30 facts. Select at least 10 facts that will make your story interesting and true to the time period and event you have selected.
2. There will be at least four characters in your story. Two will be major characters (well-rounded) and two will be minor characters (flat). Use the character maps provided by the *Character-Creator*.
3. Study the elements of a good plot on the website provided in your webquest. Then refer to the "Feelings" sheet (from the *Character-Creator*). This will indicate how your main characters will change in the story. It is up to you to create at least one event that causes the change. For example, the main character may be a very sheltered person at the beginning of the story. At the end of the story, the character has grown up and become wiser. Why? What happens? It is up to you to create the event. Perhaps he joined the Navy and endured some type of crisis with fellow sailors.
4. You will have three days to complete the rough draft of your story. On the first day, as the *Researcher* and *Character-Creator* work to provide you with information, study the website on creating the plot. Think of possible conflicts and crises that you may use. By the second day, you should have some material from your group members to begin using. As new material is generated, find ways to move it into your story.
5. You will have one final day in class to create your published story, which must be at least two pages in length (12 font). Group members should help with assembling pictures from the *Artist* and deciding where they will be placed.





Group Name _____

Topic _____

Date _____

WebQuest Project Evaluation Rubric

	You barely started! (2)	More needed! (3)	Almost there! (4)	Great job! (5)	Score
Artist: Four drawings produced: cover, portrait, setting, action	Only 1 assigned drawing created	2 assigned drawings completed	3 assigned drawings completed	All four assigned drawings completed	
Artist: Quality of artwork	No color included or 4 quick sketches with little detail	Only one drawing with color or 3 of the pictures are quick sketches with little detail	Two drawings contain color; all but of the drawings contain detail and shading	Two drawings contain color; all four drawings contain detail and shading	
Researcher: Number of facts	You found fewer than 20 facts.	You found at least 20 good facts.	You found at least 25 good facts.	You found 30 good facts or more!	
Researcher: Sources	Only one source listed.	Only two sources listed.	Three sources listed.	Four or more sources listed.	
Char. Creator: Char. Map	One character map fully completed or 4 maps partially completed	Two character maps fully completed.	Three character maps fully completed	Four character maps fully completed	
Char. Creator: Feelings map	Only one box filled out (before or after) on one character.	Two boxes (before and after) filled out on one character or one box (before or after) filled out on two char.	Two boxes (before and after) filled out on one char. and one box filled out on the other	Two boxes (before and after) filled out on each of two major characters.	
Story Writer: Setting	4 or less real facts in story	6 or more real facts in story	8 or more real facts in story	10 or more real facts in story	
Story Writer: Plot	Story is less than two pages or only contains one element of a good plot.	Story is less than two pages or only contains two of the elements of a good plot.	Story is at least two pages long and contains three of the elements of a good plot.	Story is at least two pages and contains rising action, climax, falling action, and resolution.	
All: Final Editing	More than 5 grammar or spelling errors	No more than 5 errors	No more 3 errors	No grammar or spelling errors	



Teaching the Book

Finally Free: Reading Unit

To be Taught After the Two Pre-Reading Units Have Been Completed



James Finley in New York City in the early 1930s



Spelling and Vocabulary

During this unit, all **spelling and vocabulary** will be drawn from *Finally Free: The James Finley Story*. The suggested lists of words for each week are included after this section. Feel free to substitute these words for other words in the text that students discover as they read. Use the following format in assigning the words:

Day One, Scoop and Mark: Assign the list of words. Papers should be three-hole punched and placed in the Spelling section of the *Student Notebooks*. Students will work in groups (guided practice) to scoop and mark syllables, as they were taught in the Pre-Reading Unit. When they are finished, review the work as a class to be sure each student has the correct marking. Assign points to cooperative groups as previously:

- ⑤ All group members on task. Maximum effort and cooperation to accomplish the goal.
- ④ Group is mostly on task. Good effort and cooperation to accomplish the goal.
- ③ More than one reminder needed to re-direct members. Minimal accomplishment of goal.

Day Two, Word Meaning: First, read the words in unison as a class. Students should be able to pronounce the words by using the syllable markings from Day One. Next, direct students to find each vocabulary word as it appears in the book. Use “Random Call” to select students to read the complete sentence where a word is found. If the class needs further help in determining the meaning of the word, the assigned reader may need to read more of the surrounding context. Talk together as a class to unravel the meaning of the word from the context. Students should write the meaning of each word on notebook paper and place in the Vocabulary/Spelling section of the *Student Notebook*.

Day Three, Spelling: Form pairs of two students within the cooperative groupings. Each student should pre-test their partner on the spelling of the words. After both students in each pair have been pre-tested, the students should analyze the words they have spelled incorrectly. Each student will then create a correctly-spelled list of the words he has misspelled, color-coding the areas that cause the difficulty. This will help him to visually note the areas of confusion and associate the correct spelling with the problem areas. The following chart provides an example:

Incorrectly Spelled Word	Color-Coded Correct Spelling
Manatny	Monotony Letters Omitted or Substituted are in color
Grimey	Grimy Ending is color-coded to remind student to associate the ‘m’ and the ‘y’ WITHOUT the inserted letter
Kadens	Cadence
Recanishun	Recognition



Day Four, Expanded Understanding: Model how to do the CONCEPT DIAGRAM included after this section. Students should work in cooperative groups and select at least two words for their expanded understanding. Groups that finish early can do additional words while they are waiting for the other groups to finish. Assign participation points to cooperative groups as noted. When all groups have completed at least two words, bring the whole class back together. Groups will then present their words to their classmates, explaining their work. (Note: Allow student choice in selecting words. If groups choose the same words, it will be interesting to compare and contrast their CONCEPT DIAGRAMS.

Day Five, Vocabulary and Spelling Tests: Give a spelling test on all words. Test students on their understanding of the MEANING (vocabulary) by providing them with CONCEPT DIAGRAM to fill out on five words you have selected.



Let's Get Started Reading

Week One

Chapters One through Four

OVERVIEW	
Concept (Big Idea)	God's Divine Plan for Each Life
Connect	http://www.youtube.com/watch?v=wGV7yIGuwLA Start at 2:40. End at 7:38.
Link	Pictorial Walk PowerPoint, Slides 1-3
Inform and Practice	<ul style="list-style-type: none"> • Spelling and Vocabulary • Use Selective Underlining and two-column notes to take notes on narratives. • Plot, Setting, Characters (Flat and Round) • Literary techniques: Foreshadowing, Personification, Flashbacks
Apply	Does God have a plan for MY life? What can I do to help others?

WEEK ONE, DAY ONE, *Preface*

Read the Preface aloud to students. Talk about the man whose voice they hear in these pages. What kind of person do they think he was? What do they expect to read about in the pages that follow?

Show the video, [Finally Free: The James Finley Story \(DVD\)](#). (This will be particularly helpful if you have students with special needs in the classroom who need a “visual” before reading.)

Technology: If you have classroom computers, use the website, www.todaysmeet.com while you play the video. Students can use the livestream while you play the video to make comments, ask questions, and provide feedback.

WEEK ONE, DAY TWO, *Miles to Go*

CONNECT

Show students the YouTube video, <http://www.youtube.com/watch?v=wGV7yIGuwLA>. Begin at 2:40, which is the section when the artist begins to work. End at 7:38 when the artist completes the painting.

Students with Special Needs: While the video makes a powerful point, students with ADHD may have difficulty sitting and watching it for the entire duration. Allow all students the option of standing beside their desks in a small imaginary square and hopping from foot to foot as the music plays.





At the close of the video, ask students to reflect in their cooperative groups on what they just witnessed. Then pull the class together for a discussion, allowing individual groups to share. Answers to the following questions will most likely be addressed by the student-led conversation:

- Did you know what was going to happen at the end?
- Did the artwork appear to be meaningful and “going anywhere” when the painting was upside down?
- How did the ending change everything?

Following the student-led discussion on the **CONTENT** of the video, introduce the **CONCEPT**. “While we couldn’t see it at first, the artist actually had a **PLAN**. In the same way, God has a **DIVINE PLAN** for our lives. Through hard times and unfortunate circumstances, we often are unable to see that God will reveal His perfect plan for our lives in His own time. As we read *Finally Free*, think about the artist’s portrait for James Finley’s life, and how the painting is “upside down” for many years. Look for hints that through it all there is a **DIVINE PLAN**.”

LINK TO THE READING

Show the first two pictures in the PowerPoint: “Pictorial Walk through the Book.” Talk about the feelings and thoughts that are evoked by the pictures.

INFORM

Direct Instruction: As you begin the book, you will directly role-model a process that the students will be able to use independently in subsequent lessons.

Review the importance of “tuning in” to the setting, characters, and plot of a story. Teach students how to do “Selective Underlining.”

Selective Underlining

When we read, we have different purposes. Underlining “selectively” means that we choose certain parts of the text to underline because we may want to go back and review these sections of the text later. This can be done by underlining or highlighting specific portions of the text. In general, we do not highlight prepositions, conjunctions, and articles. We are looking for verbs, nouns, and adjectives that tell us exactly what we need to know.

Ideally, the students will be able to do “selective underlining” with **technology**. If you are using IPADS and have a digital copy of the book, use highlighting with an app such as *NOTABILITY* or *PDF EXPERT* to facilitate the process. Otherwise, provide the students with a photocopy of the first chapter of the book. Each student will need three highlighters: pink (for highlighting characters), blue (for highlighting setting), and yellow (for highlighting plot).

Read the first paragraph aloud to the students. Talk about the opening sentence.

- Is the author describing a character, introducing the plot, or creating the setting?
(Creating the setting.)
- How do you know? (physical description of external factors)



Have the students highlight the key words in this sentence in blue:

***dark, dripping trees,
blurred masses,
houses, fields, hills,
wet window***

--Where do you think the action is taking place? (On a train).

--How do you know? (window, blurred houses, etc., suggests action on other side of window).

Now look at the second sentence.

--What is happening in the second sentence? (A character is being introduced.)

--What color should you use to highlight the key words in this sentence? (pink)

Direct students to highlight the key words related to the character: *thoughts, hazy, changing, fears, uncertainties*.

--What, about the character, is being described? (Note that the author does not begin by describing PHYSICAL characteristics, but rather INTERNAL characteristics in revealing the character's thoughts. This is part of the PSYCHOLOGICAL description of a character.)

Before continuing to read, discuss the fact that the plot can be intertwined in the description of the characters and setting. Authors often use *foreshadowing* to provide hints as to what might happen next.

Read the second paragraph and then stop, asking the students:

--What do you know so far? (the child feels unwanted; he has moved constantly)

Instruct the students to use their yellow markers to highlight the words that give us clues into the plot. (*maybe . . . want him, maybe . . . settle down, stop constant moving*)

Tell the students that sometimes a book uses *flashbacks* to help us understand what has happened previously in a character's life. In such instances, people mentioned are not necessarily characters that will play out in the book. They are simply part of the information that will help us understand the character who is thinking back on his life.

Read the third paragraph.

--What do you know about the main character from this paragraph?

--What words can you highlight in pink that reveal the main character's inner feelings? (*anger, despair, loneliness*)

Read the fourth paragraph and have the students highlight the opening line in pink, *Jim hadn't meant to make his uncle angry so many times*.

-- What does this tell you about the character? (He had a basic desire to be good)

--What do you see happening, internally, to this character? (much stress, pain)



PRACTICE: Tell the students that you will continue reading each paragraph and pause, allowing them time to add their highlights. Emphasize that there may be some paragraphs which do not call for highlighting. Also, there may be students who have differing opinions about the color to choose. Some students may find a section to be indicative of the plot, where others choose to focus on the characterization. This is perfectly acceptable as long as the students can justify their choice.

When the reading of the chapter has been completed, place students in their cooperative groups to talk about their highlights and their thoughts on the characters, plot, and setting introduced in the first chapter. Provide them with the *Chapter Review Sheet* (which has been three-hole punched) to complete. Each student should then place their highlighted copy of chapter one, along with their completed *Chapter Review Sheet*, in the notebook that has been set up for this unit. Highlighted copies using the IPAD apps can be printed out for this purpose.

APPLY: To wrap up today's lesson, ask the students to think about their own lives. How are their lives similar to and/or different from the story's protagonist? What glimmers of a Divine Plan do they see in Chapter One? In their own lives?

WEEK ONE, DAY THREE, *Hell's Kitchen*

CONNECT

Remind students of yesterday's video and the concept of a DIVINE PLAN for each person's life. Instruct them to look for evidences of a DIVINE PLAN in today's chapter.

LINK TO THE READING

Locate New York City on a map. Show students some images of what life was like for James Finley by Searching Google Images for "New York City Tenements."



INFORM

Review the process and importance of Selective Underlining. Continue using the IPAD app for highlighting. If you do not have this technology, provide students with photocopied pages or give them transparency sheets and overhead markers to engage in Selective Underlining as they read the first page of today's chapter.

Review the different types of *settings*: places, dates, historical time period, world events, geography, physical description, etc.



Review the different types of *characters*: flat and round. Talk about internal states (psychological and emotional) and external traits (physical appearance) of characters. Review the plot-related elements discussed so far: foreshadowing, flashbacks.

PRACTICE

Students read the first page of the chapter (page 8) in pairs. One student is the reader and the other student is the “analyst.” *Note for Special Needs Students:* Pair a low-reader with a high-reader. Assign the high-reader as the “reader” and the low reader as the “analyst.” The “analyst” should highlight words related to character, plot, and setting as in Day One. After reading and highlighting the page, students should talk together about what they have noted in regards to character, plot, and setting. Then come together as a class and discuss:

- What do you know about the new character introduced? (internal and external factors)
- Which sections of the text best describe the setting? Can you picture it in your mind?
- Are there any hints as to the plot on this opening page of Chapter Two?

Read page nine aloud (completing the sentence on the top of page ten), instructing students to highlight words that describe the SETTING. Stop reading and talk about the words they highlighted and how they create the visual sense of the setting.

Read pages 10 and 11, instructing students to highlight any areas of text that suggest that the protagonist is a ROUND character (he is changing.) Stop and talk about what is happening.

- In what ways is Jim changing?
- Why?

Finish reading the chapter, instructing students to look for evidences of the DIVINE PLAN for Jim’s life.

- Are there any hints of foreshadowing in these last pages?
- Might there be hope for this boy in such difficult circumstances?

APPLY

Independent Practice: Provide students with the *Chapter Review Sheet* to complete as homework for Chapter Two. This will provide an opportunity for students to apply the skills from yesterday’s Guided Practice in their cooperative grouping.

WEEK ONE, DAY FOUR, Harlem

CONNECT

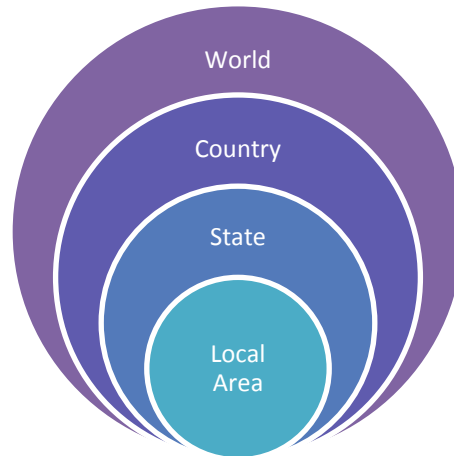
Ask students if they know anyone, personally, who has shared a testimony about God’s Divine Plan for their life. This might include a formal presentation, such as a sermon, or an informal sharing, such as a simple conversation. Do a Think-Pair-Share. Students have one minute to think about the question. Then they share with their shoulder partner. Finally, talk together as a class about what was shared.





LINK TO THE READING

Tell students that the class will be doing a Service-Learning Project Proposal as part of this unit. Draw the following set of concentric circles on your IPAD (project on a screen) or on the whiteboard:



Talk about the problems James Finley experienced as a child. Who was available to help him? What kind of help would have made his life easier? What kind of outside help provided support for the family? (See page 12, “free cans of beans and stew . . . home relief . . . Salvation Army”). Next, transition into the concerns that students have for their own world. Beginning with the smallest circle, encourage the students to talk about the needs they see in their immediate area. Are there challenges at home? Are their families in their neighborhood that could use help? Are there children at their school, church, or Pathfinder club who may be facing similar challenges to James Finley? Move outward to the next circle. What kinds of concerns do they have for families in their own state (or conference?) Are they aware of problems or human suffering within their state? (This might include victims of natural disasters or areas of poverty.) Move outward to the country. Are students familiar with pockets of suffering in their country? What concerns them? Finally, talk about the world. Are there children in a particular country whose suffering strikes a chord with the students? Following the discussion, allow students time to write their individual reflections on paper. When they are finished, they should place their reflections in the Writing section of their *Notebooks*.

INFORM

Read the opening paragraph (page 14) aloud to the students. Ask what story element characterizes this paragraph (*character, plot or setting*). Ask the students why they think it was important for this chapter to begin with a description of the setting. (*A new setting is being introduced. The action is taking place in a new area of the city.*) Introduce the term *personification*. Have students read the first two sentences and come up with a good definition of the term *personification* in their cooperative groups. Come back together as a class and summarize the group discussions.

Challenge students to think about the strong role that will be played by the setting in this chapter. How does *personification* add power to description?



Technology: Demonstrate Google Docs. Upload the *Chapter Review Sheet* which they will need for the Practice session which follows. (If you do not have technology, the students can complete the *Chapter Review Sheet* in the traditional paper and pencil format.)

PRACTICE

Allow student choice for the reading of the chapter, “Harlem.” They can read silently or choose to read with a partner. As they read, students should note descriptive areas of text that might be augmented by adding *Personification*.

Personification Personification

APPLY

When students finish, they can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do:

1. Question 1
2. Question 2
3. Question 3
4. Added section: (Add a number if you are using Google Docs. If using paper and pencil, use the back of the paper.) Use *Personification* to expand on any sentence in this chapter. Write the page number and original sentence, followed by your new sentence using *Personification*. Example:

Page 17, “Pete’s mother slammed the window shut.”

Personification. The window banged, like a beast snapping its mouth closed.

If you use Google Docs, students should download the page and add to the *Assignment* section of their *Notebooks*. If you are using traditional paper and pencil, students can each fill in their own question, photocopy the page, and add to *Notebooks*.

DAY FIVE, ASSESSMENT

Assess students using the “Week One Assessment” that you will find in the Student Assignment section following this unit.



Let's Continue Reading

Week Two

Chapters Five Through Ten

OVERVIEW	
Concept (Big Idea)	God's Divine Plan for Each Life
Connect	Blindfold activity
Link	Pictoral Walk PowerPoint , slides 4-9
Inform and Practice	<ul style="list-style-type: none"> • Spelling and Vocabulary • Review and apply all skills from last week. • Recognize the influence of peer relationships in an individual's choice and interests. • Understand how our values and attitudes influence our choices. • Recall, compare, contrast, and analyze story events.
Apply	Does God have a plan for MY life? What can I do to help others?

WEEK TWO, DAY ONE

CONNECT

Ask for a volunteer to participate in an activity. Blindfold the student and ask him to try to find his way from one side of the room to the other. The rest of the class should be silent. Go through the activity a second time. This time allow students to provide encouraging help from the sidelines, calling out to the blindfolded student to help him/her.

REFLECT

Give the students quiet time to think about what just happened. Fold a blank paper in half. On the top, students draw a picture describing what the classmate must have felt like the first time. On the bottom, draw what s/he must have felt like the second time. (Students should not draw a literal picture of the blindfolded student. Use symbols and other pictures to depict his/her feelings).

DISCUSS

What did you draw? Why? How do you think the blindfolded student ties in to James Finley in his early years? What made it difficult for him to get to a place of safety? Was he able to see God's Divine hand in his life? How could a caring and kind person have helped him?



SERVICE LEARNING

Technology: If students have the opportunity to use computers, IPADS or cell phones in the classroom, use *Socrative* to create a live survey. Download *Socrative-Teacher* to your own computer or IPAD. The students should install *Socrative-Student*. Create a one-question, teacher-paced survey with the following Multiple Choice Question:

We will be working together to design a project to help people like James Finley who suffer from poverty and a lack of support. Where do you think we should focus our efforts?

- A. *Local (Neighbors around our school; people in our church; families in our school)*
- B. *State (Victims of natural disasters; Areas of poverty)*
- C. *Country (People outside of our own state who are experiencing suffering)*
- D. *World (People outside of our own country who are experiencing suffering)*

By choosing a teacher-paced survey, you will be able to show the student responses as a bar graph immediately. (If you do not have access to technology, have the students respond privately on paper and tabulate their responses.)

Talk about the areas that have received the highest amount of student responses. Show students the [ADRA website](#) as one option for projects.

Podcast: Introduce the final project for this unit. Students will work in their cooperative groups to create a Podcast to convince the school to select their proposal for a school-wide endeavor to alleviate human suffering. (Please note: This is a PROPOSAL for a PIECE of a service-learning project. The fulfillment of the proposal will not be part of this Unit. Since we are allowing student choice and student ownership in the planning phase, it is not possible to design the entire service-learning project in advance. When following through on the selected proposal after this unit, be sure to include all parts of a [service-learning project](#).)



Begin by showing the PowerPoint on *Podcasting with Garage Band* provided with this Unit. Please note that this is a general introduction to Podcasting.

The best way for your students to learn is to set them loose with the App. They will figure it out! The PowerPoint will give them a few pointers. By experimenting with the Garage Band App, students will learn the fine points.

You will find the directions for the Podcast Assignment and a Completed Sample in the Student Assignments section that follows. If you do not have access to technology, students can write a skit and perform it based on the general directions.

Allow students to work in cooperative groups for the rest of the period to begin experimenting with the App and planning their Podcast. They should also continue to work on the Podcast (or skit) throughout the week as time permits.



WEEK TWO, DAY TWO, *Brooklyn and Back; Coney Island and Behind*

LINK TO THE READING

Show slides 4-9 in the PowerPoint: “Pictorial Walk through the Book.” Talk about the feelings and thoughts that are evoked by the pictures.

INFORM

Review the following terms which students should now understand.

Selective Underlining,

Flat and Round Characters

Plot

Setting

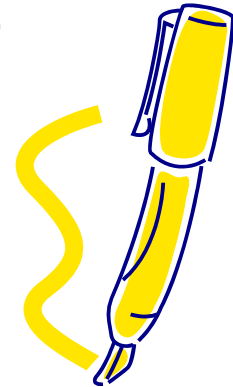
Foreshadowing

Flashbacks

Personification

Selective Underlining

Two Column Notes



Introduce and discuss the two Bible standards:

- Recognize the influence of peer relationships on an individual’s choice and interests.
- Understand how our values and attitudes influence our choices.

PRACTICE

Provide student choice (individual, pair, or cooperative group) for reading chapters 5 and 6. Students should continue selective underlining (highlighting with *Notability* or *PDF Expert* App; using highlighters on digital copy of book; highlighting on clear overlays). They should pay particular attention to:

- Evidences of the character’s feelings
- Descriptions of setting
- Connections to the two Bible standards introduced
- Foreshadowing that ties into GOD’S DIVINE PLAN for Jim’s life

APPLY

When students finish, they can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do:

1. Question 1
2. Question 2
3. Question 3
4. Added section: Discuss the influence of Skip on Jim’s life. Was he helpful? Was he a good friend? Why or why not?

If you use Google Docs, students should download the page and add to the *Assignment* section of their *Notebooks*. If you are using traditional paper and pencil, students can each fill in their own question on one sheet, photocopy the page, and add to *Notebooks*.



WEEK TWO, DAY THREE, *New London and West; San Diego and Onward*

LINK TO THE READING

Locate New London, Connecticut and San Diego, California on a map. Show students some images of these seaside cities from *Google Images*. Work as a class to create a Venn diagram comparing and contrasting these two cities.



INFORM

Teach the Pathways target skill:

- Recall, compare, contrast, and analyze story events.

Talk about the difference between comparing and contrasting, using your Venn diagram as an example. Ask students to recall the character Skip from yesterday's reading. How would they compare and contrast Skip with friends they have today? How does this lead to an analysis of Skip's character?

PRACTICE

Provide student choice (individual, pair, or cooperative group) for reading chapters 7 and 8. Students should continue selective underlining (highlighting with *Notability* or *PDF Expert* App; using highlighters on digital copy of book; highlighting on clear overlays). They should pay particular attention to:

- Evidences of the character's feelings
- Descriptions of setting
- Sections of text that they might compare or contrast with their own life
- Foreshadowing that ties into GOD'S DIVINE PLAN for Jim's life

APPLY

When students finish, they can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do:

5. Question 1
6. Question 2
7. Question 3
8. Added section: Compare and contrast something in these chapters with other portions of the text, your own life, or events happening in today's world.



READING THE BOOK

WEEK TWO, DAY FOUR, *San Diego and Onward; New England to Stay*

LINK TO THE READING

Continue the ongoing discussion of the Central Concept: *God's Divine Plan*. Ask students how they see this unfolding in the chapters they have read so far. Talk about the Podcasts they are planning to alleviate human suffering.

INFORM

Let students know that they will be reading about events in these chapters that reveal the traits of a ROUND character. Students should look for ways in which Jim is changing. Who and what contributes to these changes? Discuss ROUND and FLAT characters in the book.

PRACTICE

Provide student choice (individual, pair, or cooperative group) for reading chapters 9 and 10. Students should continue selective underlining (highlighting with *Notability* or *PDF Expert* App; using highlighters on digital copy of book; highlighting on clear overlays). They should pay particular attention to:

- Evidences of the character's feelings
- Descriptions of setting
- Sections of text that reveal changes to Jim's way of thinking. (ROUND CHARACTER)

APPLY

When students finish, they can fill out the [Chapter Review Sheet](#). Each cooperative group should choose one member to do:

1. Question 1
2. Question 2
3. Question 3
4. Added section: In what way do you see Jim changing in these chapters? How does this relate to the DIVINE PLAN for his life?

WEEK TWO, DAY FIVE, ASSESSMENT

Assess students using the "Week Two Assessment" that you will find in the Student Assignment section that follows.

End of Week Two



Finishing the Book

Week Three

Chapters Eleven through Eighteen

OVERVIEW	
Concept (Big Idea)	God's Divine Plan for Each Life
Connect	Taking on the Role of Poverty Understanding Loss
Link	Pictorial Walk PowerPoint , slides 10-21
Inform and Practice	<ul style="list-style-type: none"> • Spelling and Vocabulary • Review and apply all previous skills • Understand the importance of developing a personal relationship with Christ. • Understand baptism • Identify yourself as part of God's family • Understand God's laws as His gift to abundant life • Practice stewardship • Realize that the dead do not know anything • Realize that as a child of God one has unlimited value • Parts of a plot: exposition, rising action, climax, falling action, resolution
Apply	Does God have a plan for MY life? What can I do to help others?

WEEK THREE, DAY ONE

CONNECT

Ask students to spontaneously take the roles of the people in their Service-Learning Project Proposal. For example, if the proposal involves children in Nepal, they will pretend to be a Nepali child. Then ask the following open-ended questions to various "children"—

Tell me about your life.
How do you usually spend your day?
What is the hardest part of the day for you?
Why?

Following these "interviews," have students discuss the experience in their cooperative groups.
What did it feel like to take on the role of a person in need?
How can you be part of God's Divine Plan for alleviating suffering in the world?
*How does this tie in to our reading of **Finally Free** and the experience of James Finley?*
What might James Finley say to you today about God's Divine Plan for YOUR life?





PRACTICE AND APPLY

Provide the rest of the period for students to work on their Podcast Service-Learning Proposal.

WEEK THREE, DAY TWO, *New Life at 33, No Key to Easy Street*

LINK TO THE READING

Show slides 10 – 18 in the PowerPoint: “Pictorial Walk through the Book.” Talk about the feelings and thoughts that are evoked by the pictures.

INFORM

Review the following concepts, tying into last week’s reading.

- Recognize the influence of peer relationships in an individual’s choice and interests.
- Understand how our values and attitudes influence our choices.
- Recall, compare, contrast, and analyze story events.

Write, post, or project the following on the whiteboard:

- A personal relationship with Christ.
- Baptism
- God’s family
- Stewardship
- God’s Law as a Gift to Us



Let the students know that all of these concepts will be covered in today’s reading. Ask them to pay close attention to the PLOT as God’s Divine Plan for Jim’s life becomes clear and all of these things fall into place for him.

PRACTICE

Provide student choice (individual, pair, or cooperative group) for reading chapters 11 and 12. Students should continue selective underlining (highlighting with *Notability* or *PDF Expert App*; using highlighters on digital copy of book; highlighting on clear overlays). They should pay particular attention to:

- Evidences of the character’s feelings
- Descriptions of setting
- Connections to the Bible standards introduced
- The resolution of the plot as GOD’S DIVINE PLAN for Jim’s life becomes clear

APPLY

When students finish, they can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do:

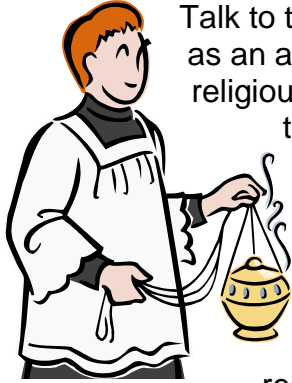
1. Question 1
2. Question 2
3. Question 3
4. Added section: Choose to be either Jim or Gloria and write a diary entry based on the last two pages of *New Life at 33*. How do you feel?



If you use Google Docs, students should download the page and add to the *Assignment* section of their *Notebooks*. If you are using traditional paper and pencil, students can each fill in their own question on one sheet, photocopy the page, and add to *Notebooks*.

WEEK THREE, DAY THREE, *One-Time Altar Boy, A Family United*

LINK TO THE READING



Talk to the students about the deep commitment of young Mark Finley in his role as an altar boy. Emphasize the need for respect of other people and their religious traditions. Inform the students that there is a major difference between the Seventh-day Adventist view of communion and that of the Catholic Church. Catholics believe in *transubstantiation*. *They believe the priest has the power to transform the bread and wine in to the ACTUAL body and blood of Christ during the communion service.* Adventists do not believe that any man can take the role of God on this earth. Watch the video below to acquaint students with the types of things young Mark Finley was trained to do as an Altar boy. Again, treat the video with

respect. For some classes, you may wish to stop it after a few minutes. We want to maintain a clear balance between respecting others' beliefs and knowing what we stand for. <http://tinyurl.com/lyaqtsl>

INFORM

Review *flat and round characters*. Talk about the ways in which characters might change. (*The ways they think, feel, react to life circumstances, alter their perspectives...*) Talk about how that often ties into the resolution of the plot in many books. (*As readers, we learn to like the characters. We are "rooting" for them. We want them to change in ways that will help them to grow. As the plot resolves, this begins to happen.*) Tell students to be aware of the dramatic changes made by round characters in these chapters and the internal wrestling that leads to deep, lasting decisions.

New Concept

Realize that the dead do not know anything.

This Seventh-day Adventist belief will figure prominently in this chapter. Review some texts with the students to make our Biblical belief clear.

PRACTICE

Provide student choice (individual, pair, or cooperative group) for reading chapters 13 and 14. Students should continue selective underlining (highlighting with *Notability* or *PDF Expert App*; using highlighters on digital copy of book; highlighting on clear overlays). They should pay particular attention to:

- The inner conflict experienced as round **characters** wrestle with feelings and beliefs
- Descriptions of **setting**
- **Plot:** The **resolution** of the building conflict in the lives of the characters.



APPLY

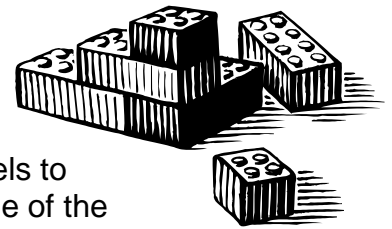
When students finish, they can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do:

1. Question 1
2. Question 2
3. Question 3
4. Added section: Write a diary entry as Mark or Dale based on the chapters.

WEEK THREE, DAY FOUR, *Build Your Own Dynasty, Sum of the Parts*

CONNECT

Bring in a well-constructed piece made of Legos or some other type of building blocks. Set it in the middle of the room for students to admire. Then begin taking it apart, until the entire construction is destroyed. Provide time in student groups for discussion and reflection on what just happened. Come back together as a class and talk about how it feels to build something, only to see it destroyed. Let the students know that one of the characters will experience this in today's reading.



INFORM

1. Talk about the parts of a plot:
 - Exposition*: Background information to get the story started.
 - Rising Action*: The plot begins to build; character faces choices.
 - Climax*: The peak, deciding moment of the book.
 - Falling Action*: The consequences of the decision.
 - Resolution*: Things fall into place.

Our reading so far has taken us through the *Exposition* (learning about the character Jim Finley and his struggles in life), the *Rising Action* (his journey towards spirituality), and the *Climax* (his decision to be baptized.) We are currently in the *Falling Action* as we read about his decision to follow Christ influences and impacts his perspective on everything that happens to him.

2. Emphasize the concept central to this unit: *God's Divine Plan for Each Life*. Is the plan always apparent? When has it been difficult to see in this book? When has it been easier to see? Today's reading demonstrates the need for FAITH. Our lives often alternate between good and bad times. In all circumstances we can learn to trust that God has a Divine Plan for our lives.

PRACTICE

Provide student choice (individual, pair, or cooperative group) for reading chapters 15 and 16. Students should continue selective underlining (highlighting with *Notability* or *PDF Expert* App; using highlighters on digital copy of book; highlighting on clear overlays). They should pay particular attention to:

- **Characters**: New "flat" character introduced in Chapter 15
- **Setting**: How does the author use the setting to tell us about the new character?
- **Plot**: How does the decision made in the *Climax* affect the protagonist's reaction to the new circumstances that arise in the *Falling Action*?



APPLY

When students finish, they can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do each question. Added question: *Discuss the “deciding moment” of the Climax and how that impacts everything that happens to Jim Finley in these two chapters.*

WEEK THREE, DAY FIVE, *Happiness, Afterword*

NOTE TO THE TEACHER: Since students will finish the book today, there will be no test on the reading. Next week students will take the final test and present their Podcast Proposals.

LINK TO THE READING

Show slides 19-21 in the Pictoral PowerPoint. Discuss the thoughts students have as they view these three pictures.

INFORM

As we finish the book, we look at the final stage of a plot, *Resolution*. As we follow God’s Divine Plan for our lives, the Resolution is always in His hands. Emphasize the Bible standard:

- Realize that as a child of God, one has unlimited value.

No matter what was happening in James Finley’s life—whether he was stealing a car or giving his heart to the Lord—God placed unlimited value on his life and had a plan to work all things together for good.

PRACTICE

Read the final chapter and afterword aloud to the students. Provide plenty of time for questions and discussion.

APPLY

After allowing plenty of time for discussion, groups can fill out the *Chapter Review Sheet* using Google Docs. Each cooperative group should choose one member to do each question. Added question: *What, in your opinion, was God’s Divine Plan for Jim Finley’s life? Provide reasons for your answer as evidenced in the book.*



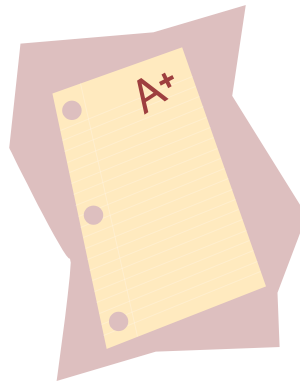
Culmination

Wrapping Up the Unit

WEEK FOUR

Complete the unit

- Give students the final [Reading Assessment for Week Three](#). The short answers are as follows: *Masonic Temple (place where Jim first went to an Adventist church), fishing spot where Jim took Mark on the second day of the fishing season, the home of Aunt Grace, the church where Gloria and Dale were baptized, the hospital where Gloria visited Eva Jackson, the place where Gloria and Jim kept their boat, Sabbath, baptism, state of the dead, tithing.*
- Allow time for groups to complete and present their Podcast Proposals.
- Review *Student Notebooks*.



Maintain Continuity

Continue pattern of assigning vocabulary and spelling words in upcoming units. Continue to apply the rules for Syllable Types in breaking down words.

Use Example and NonExample in discussing vocabulary in new books.

Make new cooperative groupings for upcoming unit.

Select a service-learning project for the class and begin planning new unit.



Reading Unit

Finally Free: The James Finley Story

Student Assignments





Concept Diagram Sample

Vocabulary Word:

REGRET

Definition:

TO WISH SOMETHING HAD NOT HAPPENED;
TO FEEL LIKE YOU WANT TO REVERSE
SOMETHING THAT YOU DID

Characteristics of the Concept:

Always

A negative feeling
Experienced internally

Sometimes

Mixed with other feelings
Expressed outwardly

Never

A sense of joy
Can go back in time and re-do

Examples

Someone who neglected to tie up their pet and then discovered it was gone.
A high-school graduate who refused a college scholarship and is stuck in a low-paying job.

NonExamples

An old man who looks back on his life with satisfaction.
A mother who knows that she did everything she could to raise her children with good morals.



Concept Diagram

Vocabulary Word:

Definition:

Characteristics of the Concept:

Always

Sometimes

Never

Examples

NonExamples



Spelling/Vocab Words Week One

1. Uncertainties
2. Regret
3. Resultant
4. Surging
5. Groggy
6. Respite
7. Anonymous
8. Indifferent
9. Cadence
10. Involuntarily
11. Implied
12. Grimy
13. Recognition
14. Monotony
15. Diversion
16. Bravado
17. Affliction
18. Oppressiveness
19. Destitution
20. Intrusion
21. Taunting
22. Intervened
23. Frenzied
24. Contagious
25. Hysterical



Answer Key: Spelling/Vocab #1

1. **Un cer tain ties**
Noun: Things you are not sure of
2. **Re gret**
Verb: To wish that something didn't happen
3. **Re sul tant**
Adjective: something that happened *because* of something else.
4. **Sur ging**
Adjective: Rolling forward, like a wave
5. **Grog gy**
Adjective: Sleepy
6. **Res pite**
Noun: Short rest
7. **A non y mous**
Adjective: Without a name
8. **In dif fer ent**
Adjective: Not caring
9. **Ca dence**
Adjective: Rhythm; beat
10. **In vol un tar i ly**
Adverb: Not on purpose
11. **Im plied**
Verb or Adjective: Something that is not directly stated, but that you figure out.
12. **Gri my**
Adjective: Very dirty
13. **Re cog ni tion**
Noun: Knowing who/what something is
14. **Mo not o ny**
Noun: Boredom
15. **Di ver sion**
Noun: Something that distracts you.
16. **Bra va do**
Noun: Pretended bravery
17. **Af flic tion**
Noun: Pain or distress
18. **Op press ive ness**
Noun: Dark, burdensome, closed-in
19. **Des ti tu tion**
Noun: Extreme poverty
20. **In tru sion**
Noun: Butting into someplace where you are not wanted or invited.
21. **Taunt ing**
Verb or Adjective: Teasing
22. **In ter vened**
Verb: To come into the middle of to help
23. **Fren zied**
Adjective: Extremely upset
24. **Con ta gious**
Adjective: Something you can "catch"
25. **hys ter i cal**
Adjective: In a highly emotional state



Spelling/Vocab Words

Week Two

1. Venomous
2. Precariously
3. Apprehensive
4. Querulous
5. Self-consciously
6. Assimilated
7. Unenthusiastically
8. Badgering
9. Swaggering
10. Jovially
11. Jauntily
12. Ingenuity
13. Pretentious
14. Dissipated
15. Coincidence
16. Imperceptibly
17. Methodically
18. Interminable
19. Rivulets
20. Evaded
21. Disheveled
22. Truculently
23. Infuriated
24. Obscenities
25. Kaleidoscope



Answer Key: Spelling/Vocab #2

1. Ven o mous
Adj: Filled with poison
2. Pre car i ous ly
Adv: dangerously; insecurely; nearly falling
3. Ap pre hen sive
Adj: Nervous; worried
4. Quer u lous
Adj: argumentative; irritable
5. Self-con scious ly
Adv: awkwardly; feeling unsure of yourself
6. As sim i lated
Verb: Absorbed; took in and made a part of oneself
7. Un en thu si as tic al ly
Adverb: Without excitement
8. Bad ger ing
Verb: Continually pestering someone
9. Swag ger ing
Verb: Walking in a proud way; strutting around
10. Jo vi al ly
Adverb: With great joy
11. Jaun ti ly
Adv: In a happy and cheerful manner
12. In ge nu i y
Noun: Cleverness
13. Pre ten ious
Adj: acting as if you are more important than you are
14. Dis si pated
Verb: disappeared; dissolved
15. Co in ci dence
Noun: chance happening
16. Im per cept i bly
Adv: hardly noticeable
17. Meth od i cal ly
Adv: carefully; precisely
18. In ter min able
Adj: without end
19. Riv u lets
Noun: small rivers
20. E vaded
Verb: Avoided; cleverly escaped
21. Di shev eled
Adj: Messy; untidy
22. Truc u lent ly
Adv: with anger or hostility
23. In fur i ated
Adj: extremely angry
24. Ob scen i ties
Noun: Swear words
25. Ka leid o scope
Noun: colorful, shifting pattern



Spelling/Vocab Words

Week Three

- | | |
|-------------------|------------------|
| 1. Cordially | 14. Reservoir |
| 2. Awkwardness | 15. Antiseptic |
| 3. Exulted | 16. Purgatory |
| 4. Void | 17. Myriad |
| 5. Intoned | 18. Waned |
| 6. Scrimp | 19. Relinquish |
| 7. Trawling | 20. Culmination |
| 8. Protégé | 21. Staccato |
| 9. Prestige | 22. Deliberation |
| 10. Rectory | 23. Sodden |
| 11. Mulled | 24. Oblivion |
| 12. Incredulously | 25. Azure |
| 13. Catechism | |



Answer Key: Spelling/Vocab #3

1. **Cor dial ly**
Adv: Politely
2. **Awk ward ness**
Noun: Being clumsy; feeling out of place
3. **Ex ult ed**
Verb: Felt extreme happiness
4. **Void**
Noun: Empty space
5. **In toned**
Verb: stated in a very serious way
6. **Scrimp**
Verb: to spend very little; to be VERY frugal
7. **Trawl ing**
Verb: Fishing by slowly dragging a net or line
8. **Pro té gé**
Noun: Young person being trained by an expert
9. **Pres tige**
Noun: Respect and importance
10. **Rec tor y**
Noun: The place where the priest lives
11. **Mulled**
Verb: carefully thought over
12. **In cred u lous ly**
Adv: showing amazement
13. **Cat e chism**
Noun: A book of religious instruction;
Catholic class where children study their beliefs
14. **Res er voir**
Noun: place where water is stored
15. **An ti sep tic**
Noun: Agent used to prevent infection
16. **Pur ga tor y**
Noun: Believed by Catholics to be a place where "souls" of the dead must endure suffering to pay for their sins.
17. **Myr i ad**
Adjective: Too many to count
18. **Waned**
Verb: Gradually decreased
19. **Re lin quish**
Verb: To give something up; abandon
20. **Cul mi na tion**
Noun: The highest, most important part at the completion of something
21. **Stac ca to**
Adverb: rapid, brief, separate sounds
22. **De lib er a tion**
Noun: long, careful thought
23. **Sod den**
Adjective: Extremely wet and heavy
24. **O bli vion**
Noun: Being totally forgotten
25. **Az ure**
Adjective: Deep Blue



Reading Assessment Week One

50 Points Possible

1. PARAGRAPH WRITING: 10 points each
 - a. **Character.** Think about the main character's INTERNAL state as portrayed in the first four chapters. Write a paragraph describing his feelings. Explain why he feels this way.
 - b. **Plot.** Think about the action in the first four chapters. Summarize the plot in one clear paragraph.
 - c. **Setting.** Describe Hell's Kitchen and Harlem in one detailed paragraph.

2. SHORT ANSWER. 5 points each
Write one or two sentences defining each of the following:
 - a. **Flat and round characters**
 - b. **Foreshadowing**
 - c. **Personification**
 - d. **Flashbacks**



Reading Assessment

Week Two

50 Points Possible

1. PARAGRAPH WRITING: 10 points each
 - a. **Character.** Think about the main character's INTERNAL state as portrayed in chapters 5 – 10. Write a paragraph describing his feelings. Explain why he feels this way.
 - b. **Plot.** Think about the action in chapters 5 - 10. Summarize the plot in one clear paragraph.
 - c. **Setting.** Choose one of the following places and describe in one detailed paragraph: Brooklyn, Coney Island, New London, Mare Island, San Diego
 - d. **Choose ONE:**
 - i. **Peer Influence:** Do you think Skip was a good influence on Jim? Why or why not?
 - ii. **Values and Attitudes:** What values and attitudes do you find in the character of Beulah?
 - e. **Foreshadowing:** How does the author use foreshadowing to address the theme of the Divine Plan for Jim's life at the end of chapter 10?



Reading Assessment

Week Three

50 Points Possible

1. PARAGRAPH WRITING: 10 points each (30 points total)
 - a. **Character.** Choose one character from chapters 11-18. Think about the character's INTERNAL state. Write a paragraph describing these feelings. Explain why the character feels this way.
 - b. **Plot.** In what chapter do we find the climax of the story? What happens? What Rising Actions have led up to this point?
 - c. **Central Concept:** What was God's Divine Plan for Jim's life? How was this revealed in the book?

2. SHORT ANSWER: 2 points each (20 points total)

Setting. The following groups of phrases provide the setting for the action in this week's reading. Identify the *place* or the *action* happening in each of the following settings:

 - i. *small, rented room; no more than ten pews; handful of people dotted the rows; simple strength; warm confidence*
 - ii. *blue-gray mist; fine-cotton stillness; phoebe whistled its two-toned song; dew-washed reverence of morning; grove of pine trees*
 - iii. *tree-lined driveway, massive oak door, large old-fashioned parlor furnished in dark oak, velvet wine-colored couch, fireplace, photograph on the wall framed in ornate gold*
 - iv. *aura of reverence and gratitude; snow brushed colored panes of glass; candle glowed; pine branches sent out Christmas fragrance; organ caught strains of 'Away in A Manger'*
 - v. *antiseptic smell; echoing corridors; darkened room; dimness; corridor like a darkened tunnel*
 - vi. *morning sun spread a yellow glaze; gasoline fumes blended with the tang of ocean air; wake of white foam; rock to rock along the shore*

Biblical Doctrines: What Seventh-day Adventist belief (Biblical truth) is evidenced by James Finley's action in each of the following passages?

- vii. *Jim pulled the car up to the curb in front of his house. As he took the keys out of the ignition, he realized he had just worked on Friday night for the last time in his life.*
- viii. *The cool water surged over Jim's face for a moment and then he was on his feet again—the same, yet different; guilty of sin, yet cleansed by the blood; liable to fall, yet willing to follow. Finally free at 33.*
- ix. *Jim could bear it no longer. holding his trembling wife, he knew what was going through her mind. . . . He reached for his Bible and he began to read from John 5.*
- x. *Yet he could not withhold the money. He had promised God he would follow Him and the text in Malachi made clear what God expected of His people.*





Podcast Assignment Group Project

Points Possible

1. Choose a project based on the circles of need discussed in class: local, state, country, world.
2. Investigate your area of suffering. Who is suffering? Why? What do they need? What can our school do to help?
3. Write a script for a Podcast which includes the following:
 - a. An opening “hook” to draw people into your podcast. (This is can be a question or a significant fact.)
 - b. Four solid facts about the people who are suffering
 - c. A clear description of how our school can help
 - i. Will we be earning money? If so, how will this help? How will we earn the money? How much do we need to make a difference?
 - ii. Will we be providing some type of labor? If so, what will we be doing? How and when will this take place?
 - d. A strong ending that will impact your listeners.
4. Study the sample project and rubric before you begin.
5. Use *Garage Band* to record your project. (If this is not available to your school, you can practice your script and perform it for your class. If it is possible, have someone record your acted out script so that this can be presented to the whole school.)





Podcast Assignment Sample Script

- Cara: Did you know that many children in Nepal spend the day working while we are all in school?
- Dan: Nepal? Where's Nepal?
- Ed: Nepal is in Southeast Asia, between China and India. Just look for the famous Mt. Everest and you'll be sure to find it.
- Faye: And if I go there, I'll find kids, just like us, working all day? Isn't that, like, child labor or something?
- Dan: That's right, Cara. They work in the hot sun for 10 hours a day breaking up big rocks and making gravel.
- Ed: Less than one-quarter of the kids there even go to high school. It's really sad. But we can do something about it.
- Faye: For every \$20 our school can raise, Adventist Development and Relief Agency will give one child two uniforms, a sweater, school books, and school supplies.
- Cara: That's right, Faye. AND ADRA will provide ALL of the school fees.
- Dan: So come out and support our car wash on Sunday, March 30, in the school parking lot from 10 am to 5 pm.
- Ed: It's time all of us starting thinking of people in the world who suffer.
- Faye: If everybody does SOMETHING we can all make a difference!





Podcast Rubric

	Oops! Missing Part! (0)	More needed! (3)	Almost there! (4)	Great job! (5)	Score
Opening Hook	You do not have an opening hook.	You have included an opening, but I'm not deeply hooked yet.	Your opening interests me. I will keep listening.	Your opening touches my heart! I want to know more!	
Facts	Oops! What happened to the facts?	1-2 solid facts included	3 solid facts included	4 solid facts included	
Plan to fund the project	Oh, no. How will we help these people?	You have a good idea, but I'm not sure how we can make it work....	This sounds like something our school can do.	Very detailed plan. Very doable. A perfect match for our school.	
Ending	You just dropped me. What about the closing appeal?	You tried to wrap it up, but I didn't feel motivated and ready to go....	Your ending connected with me. I can imagine doing this.	I'm excited! Your ending has me ready to go! Let's get started!	
Podcast Speaking Roles	One person did all of the recordings.	Two to three people did all of the recordings.	Each group member spoke at least one time.	Each group member spoke at least two times.	
Podcast Quality	What happened to the music?	A little more practice needed in reading your parts and fitting everything together.	Includes music and professional sounding voices. Almost perfect editing.	Includes music, professional sounding-voices, and flows smoothly from beginning to end.	



Annotated Links

Syllable Types

1. *This webpage provides background knowledge to help the teacher clearly understand the 6 syllable types before beginning to teach the unit.*
<http://www.readingrockets.org/article/28653/>
2. *Poster for students. Easy to print out. Hang in classroom to reinforce syllable types as you teach the Pre-Unit.*
<http://teacherstakeout.blogspot.com/2013/01/6-syllable-type-poster.html>
3. *This Pinterest page offers ideas for bulletin boards, games, and activities for supplementing the instruction of the 6 Syllable types.*
<http://pinterest.com/creativechicky/syllable-types/>

Historical Context

1. *The Great Depression: Provides basic information about the reasons for the Great Depression and its defining characteristics.*
<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-great-depression/>
2. *The Great Depression Timeline: Gives key happenings related to the Great Depression from 1929 to 1940.*
<http://lifestyle.iloveindia.com/lounge/the-great-depression-981.html>
3. *This website provides “eye-witness” accounts of historical events. This page provides students with a view of the attack on Pearl Harbor from the perspective of the White House.* <http://www.eyewitnesstohistory.com/pearl3.htm>
4. *Another of the clear eye-witness accounts, this webpage presents the invasion of Normandy in 1944.* <http://www.eyewitnesstohistory.com/dday2.htm>
5. *This webpage presents a first-person account of submarine life during World War II, based on information from the National Archives.*
<http://www.eyewitnesstohistory.com/sunk.htm>
6. *This “photo archive” presents the dimensions and photos of the Sidor, one of the ships James Finley was assigned during World War II.*
<http://www.navsource.org/archives/03/117.htm>



7. *The Naval Historical Center presents pictures and information on the USS Rendova, one of the ships James Finley was assigned during World War II.*
<http://www.history.navy.mil/photos/sh-usn/usnsh-r/cve114.htm>
8. *The National Park Service presents historical information and pictures of the Mare Island Navy Yard, where James Finley was stationed in California.*
<http://www.nps.gov/nr/travel/wwiibayarea/mar.htm>
9. *This YouTube video is a “vintage” movie of the old trolleys in Brooklyn, New York that transported people during the time that Jim Finley was a boy.*
http://www.youtube.com/watch?v=0Gmxm_xboqk
10. *This is an actual piece of the newsreel from the Atomic Bomb test in the Bikini Islands. Students should pay close attention to the scene of the sailors on board who sit down and drop their heads just prior to the blast. James Finley was part of this group.*
<http://www.youtube.com/watch?v=iCoZ2DEK0zY>
11. *This document on the Stock Market crash provides an understanding of the economic landscape that led to the poverty experienced by James Finley and thousands of others during the 1930s.* <http://www3.nd.edu/~jstiver/FIN462/US%20Market%20Crashes.pdf>

Literature and Literary Elements

1. *This basic one-page sheet describes round and flat characters in student-friendly language.*
http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/round_flat.pdf
2. *This teacher-created wiki page describes the five elements of a basic plot structure and provides a clear diagram.*
<https://wikis.engage.com/plottingashortstory>
3. *Foreshadowing is described in detail, with examples from literature. Students are given tips for recognizing foreshadowing as well as ideas on how to create foreshadowing in their own writing.* http://udleditions.cast.org/craft_elm_foreshadowing.html
4. *This PowerPoint provides students with a description of the biography and autobiography. The teacher can use the PowerPoint just before introducing the actual reading of the book.* <http://www.slideshare.net/ebrand21/biographies-vs-autobiographies>



Study Skills

1. *This web page by the Landmark School, noted for its success with struggling readers and writers, provides a good background for the teacher on the practice of two-column notes, with rationale and examples.*
<http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking>
2. *Selective underlining is described on this teacher web page. This is a good review and works well for extending the concept to the content-area subjects.*
<http://literacy.purduecal.edu/STUDENT/amessme/Highlighting.html>
3. *The study skills incorporated into this unit, along with many others, are provided on this page with clear directions for the teachers and printable charts and forms for the students.* <http://www.readingquest.org/strat/>

Spiritual Resources

1. *While Finally Free does not deal with all 28 fundamental beliefs of the Seventh-day Adventist Church, the book does cover a number of our Adventist beliefs. Additionally, the unit is often taught at the end of the eighth grade year to coordinate with the study of World War II in history and Adventist doctrine in Bible. Therefore, the teacher may find this website helpful which provides a multiple choice quiz for students to take on the 28 fundamentals of the Seventh-day Adventist Church.* <http://www.quiz28.org/>
2. *This youtube video of Mark Finley preaching provides a clear picture of the Adventist doctrine on heaven. The chapter in Finally Free that deals with the death of Gloria's mother (14—A Family United), will open the discussion for what happens after death, leading to an extended understanding of heaven.*
<http://www.youtube.com/watch?v=iQzjb42rwJl>
3. *This youtube video of Mark Finley preaching will provide students with a clear understanding of the benefits of the Sabbath. This augments Chapter 11—New Life at 33.* <http://www.youtube.com/watch?v=XhYAx2y8pgU>



Resources

Doran, Sandra Finley. *Finally Free: The James Finley Story*. Florida: TheTeacherTrack. 2012.

Doran, Sandra Finley. *DVD: Finally Free: The James Finley Story*. Florida: TheTeacherTrack. 2012.

The American Nation. Prentice Hall. 2005.