

# Little Women

**Grade Level or Special Area:** 5<sup>th</sup> Grade

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**Length of Unit:** 12 Lessons, 60 minutes daily

## I. ABSTRACT

- A. “It had been a long hard year but the March family had come at last to a pleasant meadow.” Allow your students to personally delve into the lives of this extraordinary family while learning about a piece of classic literature. Students will explore the lives of the March family and compare it to their own trials. Encourage them to be creative and provide thought-provoking questions for them to ponder. In the end they will grow to love the story of a family who overcame insurmountable odds to remain whole.

## II. OVERVIEW

- A. Concept Objectives
1. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  2. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  3. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
- B. Lesson Content from the *Core Knowledge Sequence*
1. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  2. Literal and figurative language: metaphors and similes (p.111)
  3. Reading: Analyze character. (NMLA Standard One C.5.1)
  4. Writing and Research: produce a variety of types of writing. (p.109)
  5. Phrases and Sayings. (p.111)
- C. Skill Objectives
1. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
  2. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
  3. Use language to: evaluate information and ideas, present and support arguments, influence the thinking of others. (NMLA Standard Two A.5.2)
  4. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
  5. Explain the importance of character’s actions to the plot and theme of a literary work. (NMLA Standard Three B.5.3)

## III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Alcott, Louisa May. *Little Women*. New York: Viking Penguin Group, 1996. ISBN 0-670-87705-0

2. Kunka, Alice. *LitWorks Learning Through Literature, Little Women*. North Carolina: Telikon Electronic Publishing, 2001. <http://www.telikon.com>
3. Nightingale, Jacqueline. *Little Women Level One*. New York: A/V Concepts Corp, 1997. ISBN 1-55576-047-3

B. For Students

1. Civil War ~ 2<sup>nd</sup> grade
  - a. North vs. South (pg.194 T.H.)
  - b. Yankees and Rebels (pg.195 T.H.)
2. Literary Terms ~ 2<sup>nd</sup> grade
  - a. Plot (pg.74 T.H.)
  - b. Character (pg 74 T.H.)
  - c. Outcomes (pg.74 T.H.)
  - d. Lesson of the story (pg.74 T.H.)
2. Civil War ~ 5<sup>th</sup> grade
  - a. Union and Confederacy (pg.280 T.H.)
  - b. Yankees and Rebels/ Blue and Gray (pg.280 T.H.)
3. Literary Terms ~ Kindergarten
  - a. Author (pg 10 CK)
4. Literary Terms ~ 1<sup>st</sup> grade
  - a. Characters (pg 26 CK)

IV. RESOURCES

- A. <http://xroads.virginia.edu/~hyper/ALCOTT/LWHP.html>
- B. *Eyewitness Classics, Little Women*
- C. *Little Women* (Part First) (Louisa May Alcott)

V. LESSONS

**Lesson One: Let's Get Started – Introduction to Little Women** (60 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing.. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  - b. Literary Terms: Pen name (pseudonym) (p. 111 Sequence)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
  - b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
  - c. Use language to: evaluate information and ideas, present and support arguments, influence the thinking of others. (NMLA Standard Two A.5.2)

- d. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
- B. *Materials*
1. 5x7 index cards (one per student)
  2. scissors and pencils (classroom set)
  3. <http://xroads.virginia.edu/~hyper/ALCOTT/LWHP.html> (This website is helpful for teacher background information.)
  4. *Eyewitness Classics, Little Women* – one copy
- C. *Key Vocabulary*
1. The *author's purpose* is the reason the author is writing the piece, for example, to explain, inform, or to persuade.
  2. *Scarlet fever* is a contagious disease characterized by fever, red rash and swelling of the nose, throat and mouth.
  3. A *pseudonym* is a fictitious name, or pen name that the author takes as his own.
  4. *Typhoid fever* is a contagious disease of the intestinal tract.
- D. *Procedures/Activities*
1. Make a KWL chart.
    - Pass out an index card, scissors, and pencils to each student.
    - “Hot dog” fold the index card (lengthwise)
    - Cut the top half into thirds.
    - Label first section K, the middle section W, and the last section L.
    - In the K section, tell students to write “What I know” (Explain that *Little Women* takes place in the mid 1800’s. Ask: *What do you know about life in the mid 1800’s?* Answers may vary. (p.67 Teacher Handbook) Instruct students to raise the “K” flap and write their answers inside.
    - In the W section, tell students to write “What I want to know.” (*Ask students what they want to know about life in the 1800’s.*) Instruct students to raise “W” flap and write their answers inside.
    - Inform students to put the KWL Chart aside for the moment but they will need it later to complete the chart.
  2. Introduce Louisa May Alcott (p.67 Teacher Handbook) this website is also very useful for information on Alcott <http://xroads.virginia.edu/~hyper/ALCOTT/LWHP.html>. For instance, she wrote *Little Women* based on her own family and friends. Her sister battled scarlet fever and died. Louisa, herself contracted typhoid fever as a result of serving as a nurse in the Civil War. She was one of the first authors to portray children realistically.
  3. Introduce *Little Women*
    - Introduce the setting and plot. (The story takes place in the mid 1800’s in a small town in New England. The story surrounds the struggle for survival of the March family while father is away at war.) (p.67 Teacher Handbook)
    - When introducing *Little Women*, introduce each character as if they were present. “I would like to introduce to you...” Review appropriate pages in *Eyewitness Classics, Little Women* (p. 62)
    - Ask: *Why do you think it’s important to say you are sorry and to accept someone else’s apology?* (p.67 Teacher Handbook) Much discussion may follow.
  4. Return to the KWL Chart. On the L section, tell students to write “What I learned.” Allow students time to reflect on what they have just learned about life

in the 1800's. Instruct students to raise the "L" flap and record their answers to complete the chart.

E. *Assessment/Evaluation*

1. "Tea Party" (Information Share Game)

- Each student will share one newly learned fact with three different students.
- At the same time, they will receive three new facts (that they do not already have) from three students.
- Record information on the back of the KWL Chart.

**Lesson Two: Count your Blessings** (chapter one and two)

A. *Daily Objectives*

1. Concept Objective(s)

- a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
- b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
- c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)

2. Lesson Content

- a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
- b. Literal and figurative language: metaphors and similes (p.111)
- c. Reading: Analyze character. (NMLA Standard One C.5.1)
- d. Writing and Research: produce a variety of types of writing. (p.109)
- e. Phrases and Sayings: "Count your blessings" (p.111)

3. Skill Objective(s)

- a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
- b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
- c. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
- d. Explain the importance of character's actions to the plot and theme of a literary work. (NMLA Standard Three B.5.3)
- e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, character, or mood. (NMLA Standard Two C.5.2.4)

B. *Materials*

1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
2. Poster board cut 11 inches high by 24 inches long for each student
3. Ruler (classroom set)
4. *Eyewitness Classics, Little Women* – one copy
5. Appendix A
6. Appendix B (2 copies for each student, or in interest of saving money, they can draw their own!)
7. Appendix C (one copy)

8. Appendix F (you will need 7 for each student for the entire unit)
- C. *Vocabulary*
1. An *attic* is a room or space just below the roof of a house.
  2. A *handkerchief* is a small piece of linen, cotton, or silk, usually rectangular, for wiping the nose, eyes, or face, or carried or worn for ornament.
  3. A *carriage* is a four –wheeled passenger vehicle, usually horse-drawn and often private.
  4. A *metaphor* is a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another.
  5. A *simile* is a figure of speech in which two essentially unlike things are compared, often used in a phrase using like or as.
  6. To “*count your blessings*” is to be thankful for what you have.
- D. *Procedures/Activities*
1. Today’s activities will include reading chapters one and two; however; along the way we recommend incorporating note taking on characters, familiar phrases, metaphors and similes.
  2. Begin reading chapters one and two. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, familiar phrases, metaphors, similes, and vocabulary.)
    - There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
    - Draw attention to character traits listed throughout the chapters and record on Main Character “T” worksheet. (Appendix B)
    - After reviewing metaphors and similes with students, guide students to point them out as they read. “*She felt like a pony in a flower garden.*” (p. 19) “*He danced like a grasshopper on fire.*” (p.22) and discuss meanings. \*Note- if using a different adaptation you may need to find appropriate similes for your chapters.
  3. Ideas for discussion while reading chapter one “A Merry Christmas”
    - Brainstorm what war Father was away fighting in. (p. 8)
    - Who is Marmee and how did you figure out who she was? (p. 9)
    - How is the letter that Father wrote relevant to the title of the book? (p.10)
    - What “guidance” did the girls receive on Christmas morning under their pillow? (p. 11)
    - Think about the play that Jo wrote. What do you think is significant about the characters she wrote about and how they reflect the literature of the time? (p. 13)
    - How would you connect the familiar phrase “*count your blessings*” with chapter one?
  4. Ideas for discussion while reading chapter two “The Laurence Boy”:
    - Why was Meg so worried about what to wear to Mrs. Gardiner’s Party? (p. 15-16)
    - Explain how Meg and Jo solved the problems that had occurred with the gloves and why it was so important that they wear them to Mrs. Gardiner’s Party? (p. 17-18) *Eyewitness Classics, Little Women* (p. 14)
    - Distinguish the meaning of “*She felt like a pony in a flower garden.*” (p. 19)

- Discuss why it is important for the author to identify the countries Laurie has lived in previously and why would this information be useful in describing his character in the stories? (p. 20)
  - Why did Meg and Jo ride home in Mr. Laurence’s carriage after the party? (p. 21)
  - Distinguish the meaning of “*He danced like a grasshopper on fire.*” (p. 22)
5. “Book Jacket Report” (adapted from Scholastic, *10 Ready-To-Go Book Report Projects.*)
- Construct the “Book Jacket Report” according to Appendix C
  - Begin a vocabulary list that students will add to daily
  - Guide the students in recording the correct definition. (Appendix F)
  - Write a sentence describing the main idea of each chapter.(Appendix F)
- (We recommend students use a pocket or braded folder to hold all notes, vocabulary, summaries, etc. as this is a cumulative process throughout the unit. Appendix F can be used for recording preliminary information.)
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on- going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

**Lesson Three: Life of Luxury** (Chapters three and four)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  - b. Literal and figurative language: metaphors and similes (p.111)
  - c. Reading: Analyze character. (NMLA Standard One C.5.1)
  - d. Writing and Research: produce a variety of types of writing. (p.109)
  - e. Phrases and Sayings: “*The grass is always greener on the other side of the hill*” (p. 111)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
  - b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
  - c. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)

- d. Explain the importance of character's actions to the plot and theme of a literary work. (NMLA Standard Three B.5.3)
- e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood. (NMLA Standard Two C.5.2.4)
- f. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose. (NMLA Standard Two C.5.2.3)

B. *Materials*

1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
2. *Eyewitness Classics, Little Women* – one copy
3. *What Your 5<sup>th</sup> Grader Needs To Know* – one copy
4. *Appendix A* – one copy
5. *Appendix B* – two for each student for entire unit
6. *Appendix D* – one for each student
7. *Appendix F* – 7 for each student for entire unit

C. *Key Vocabulary*

1. *Luxury* is an abundant means of self-indulgence, which is something enjoyable but not necessary, it is only a delicacy.
2. *Amusement* is a pleasurable interest which amuses, it is only a pastime.
3. “*The grass is always greener on the other side of the hill*” is usually used to console someone who feels that what others have is better than what he has – no matter what it is!

D. *Procedures/Activities*

1. Today's activities will include reading chapters three and four, however along the way we recommend incorporating note taking on characters, the author's purpose, main idea of chapters, familiar phrases, metaphors, and similes.
2. Begin reading chapters three and four. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, metaphors, similes, familiar phrases, and vocabulary terms.)
  - There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
  - Draw attention to character traits listed throughout the chapters and record on Main Character “T” worksheet. (Appendix B)
  - After reviewing familiar phrases, metaphors, and similes with students, guide students to point them out as they read. “*Moil and Toil*” (p. 24), “*It’s as dead as a graveyard around here.*” (p. 32), “*Beet Red*” (p. 33), “*The new friendship grew fast like grass in the spring.*” (p. 34) “*The grass is always greener on the other side of the hill*” and discuss meanings. \*Note- if using a different adaptation you may need to find appropriate figurative language for your chapters.
3. Ideas for discussion while reading chapter three “The Girls Carry On”
  - Summarize what Meg meant when she announced “I’m so found of Luxury”? (p. 23)
  - Discuss the interpretation of “Moil and Toil”. (p. 24)
  - Which sister liked music and what instrument did she love? (p.26)

- As the author is describing Aunt March, how do you portray her personality? (p.26)
  - Describe what type of person Mr. Laurence is, and allow the students' to relate to a personal experience. (p. 28)
  - What was the “lesson” from the story Marmee told and ask what Core Knowledge saying that we have studied does the lesson correlate with? (p. 29)
4. Ideas for discussion while reading chapter four “Making Friends with the Neighbor.”
- Can you predict why Jo kept going outside? (p. 31)
  - Explain Jo’s feelings about her neighbor Mr. Laurence? At this point stop and have students reflect on how they would have reacted in the same situation. (p. 33)
  - What did the author mean when he stated that “*The new friendship grew fast like grass in the spring*”? (p. 34)
  - How did the author correlate Beth’s love for music in this chapter? (p. 36)
5. “Book Jacket Report” continued (See Appendix D)
- Add any vocabulary words and definitions to your list (Appendix F)
  - Write a sentence describing the main idea of each chapter. (Appendix F)
  - Summarize in a single paragraph, the beginning 4 chapters of this novel. (Appendix G)
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on- going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

**Lesson Four: Daily Life of the March Girls** (Chapters four and five)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  - b. Literal and figurative language: metaphors and similes (p.111)
  - c. Reading: Analyze character. (NMLA Standard One C.5.1)
  - d. Writing and Research: produce a variety of types of writing. (p.109)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and

drawing conclusions, making judgments. (NMLA Standard One A.5.1)

- b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
- c. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
- d. Explain the importance of character's actions to the plot and theme of a literary work. (NMLA Standard Three B.5.3)
- e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood. (NMLA Standard Two C.5.2.4)

a. *Materials*

1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
2. *Eyewitness Classics, Little Women* – one copy
3. *What Your 5<sup>th</sup> Grader Needs To Know* – one copy
4. *Appendix A* – one copy
5. *Appendix B* – two for each student for entire unit
6. *Appendix D* – one for each student
7. *Appendix F* – 7 for each student for entire unit

b. *Key Vocabulary*

1. *Humble* is to be meek or modest in ones manner.
2. *Fib* is a trivial lie.
3. *Wicked* is to be evil, sinful, harmful, pernicious, difficult, disagreeable or just plain mischievous.
4. *Measles* are a contagious disease in man characterized by a crimson rash.
5. *Rouge* is a red powder or paste used for the skin of the face.
6. *Romped* is to have leaped and frisked about in a playful way.
7. *Steps in a Process* are the actions you take to make something or reach a goal.

c. *Procedures/Activities*

1. Today's activities will include reading chapters five and six however along the way we recommend incorporating note taking on characters, the author's purpose, main idea of chapters, familiar phrases, metaphors, and similes.
2. Begin reading chapters five and six. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, metaphors, similes, familiar phrases, and vocabulary terms.)
  - There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
  - Draw attention to character traits listed throughout the chapters and record on Main Character "T" worksheet. (Appendix B)
  - After reviewing familiar phrases, metaphors, and similes with students, guide students to point them out as they read. "*Like fire to gunpowder*" (p. 39), "*Too much fuss and feathers*" (p. 52) and discuss meanings. \*Note- if using a different adaptation you may need to find appropriate figurative language for your chapters.
3. Ideas for discussion while reading chapter five "Amy's Rough Road"

- Translate why the author used the words “fire to gunpowder” to refer to the phrase “lime to teacher” in this statement. “The word limes was *like fire to gunpowder* for the teacher.” (p. 39)
  - Please identify the differences in Amy’s punishment to punishment used today in school. Investigate reasoning for the differences in the two punishments. (p. 40)
  - Discuss the statement made by Marmee, “But please remember, talent is most charming when the owner is humble.” (p.41)
  - What “feelings” caused Amy to burn Jo’s book? Discuss Jo’s statement “You wicked, wicked girl!”, and the effect of the entire situation. (p. 42)
  - In small groups have students describe the steps in a process that they would use for saving Amy from the icy water? (p.44)
  - Interpret the lesson Marmee was giving Jo when she said, “I bite my tongue before I say the angry words that come so easily.” (p. 45)
4. Ideas for discussion while reading chapter six “*Meg Lives the Good Life*”
- Define measles and explain that it is not a common disease now because of the advanced medicine available today. (p. 46)
  - Where was Meg off to for the next two weeks and why did Amy wish she could go have a fine time? (p. 46)
  - Justify why the March family felt that the “treasures” that were saved by Mrs. March were in fact treasures? What would you consider a “treasure” from your mother? (p. 47)
  - Generalize why Meg longed to be rich? (p. 48)
  - State the reason why Meg’s fun ended at the Moffat’s party? Examine the comment made by Mrs. Moffat, “If she’s smart, she’ll play her cards right.” Why did this comment offend Meg? (p. 49)
  - How would you interpret the phrase “*Too much fuss and feather?*” Explain why Meg stated “*Tonight I’m a doll that does silly thing?*” (p. 52)
5. “Book Jacket Report” continued (See Appendix D)
- Add vocabulary words and definitions to your list. (Appendix F)
  - Write a sentence describing the main idea of the chapter. (Appendix F)
  - Create the author’s notes panel including a photo and a biography
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on-going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

**Lesson Five: The Simple Days** (Chapter seven and eight)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)

- c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
  - 2. Lesson Content
    - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
    - b. Literal and figurative language: metaphors and similes (p.111)
    - c. Reading: Analyze character (NMLA Standard One C.5.1)
    - d. Writing and Research: produce a variety of types of writing (p.109)
  - 3. Skill Objective(s)
    - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
    - b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
    - c. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
    - d. Explain the importance of character's actions to the plot and theme of a literary work. (NMLA Standard Three B.5.3)
    - e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood. (NMLA Standard Two C.5.2.4)
    - f. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose. (NMLA Standard Two C.5.2.3)
- B. *Materials*
  - 1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
  - 2. *Eyewitness Classics, Little Women* – one copy
  - 3. *What Your 5<sup>th</sup> Grader Needs To Know* – one copy
  - 4. Appendix A – one copy
  - 5. Appendix B – two for each student for entire unit
  - 6. Appendix D – one for each student
  - 7. Appendix F – 7 for each student for entire unit
- C. *Key Vocabulary*
  - 1. *Parcel* is a small bundle or package.
  - 2. The *postmistress* is a female postman.
  - 3. *Croquet* is an outdoor game played with mallets, balls, hoops, and pegs.
  - 4. *Wickets* are small gates used in croquet.
  - 5. *Splendid* means brilliant, magnificent, famous, or celebrated.
  - 6. In a *roundabout* way means roughly, about, or approximately, which means in general.
  - 7. *Rubbish* is waste material, debris, or litter, all trash.
- D. *Procedures/Activities*
  - 1. Today's activities will include reading chapters seven and eight however along the way we recommend incorporating note taking on characters, the author's purpose, main idea of chapters, familiar phrases, metaphors and similes.
  - 2. Begin reading chapters seven and eight. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, metaphors, similes, and vocabulary terms.)

- There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
  - Draw attention to character traits listed throughout the chapters and record on Main Character “T” worksheet. (Appendix B)
  - After reviewing familiar phrases, metaphors, and similes with students, guide students to point them out as they read. “*Friends raced like wild horses.*” (p. 65) and discuss meanings. \*Note- if using a different adaptation you may need to find appropriate figurative language for your chapters.
3. Ideas for discussion while reading chapter seven “The Lazy Days of Summer”
    - Recall the surprise that Laurie gave the March Family? Each girl received a key to the post office, but what special title did Beth receive and why? (p. 55)
    - What words of encouragement did Marmee send to Jo in the letter? (p. 57)
    - Describe the different types of parcel that was sent in the post office? (throughout the chapter)
    - Recapitulate how Jo’s ability to control her temper helped her win the game of Croquet? (p. 58)
  4. Ideas for discussion while reading chapter eight “*Castles in the Air*”
    - Refer back to the Character T and List each of the Characters “Castle in the Air”. (p. 61-62)
    - How does Laurie’s secret correlate with the parcel sent to Meg in chapter 7? (p. 63)
    - Interpret the simile, “friends raced like wild horses.” (p. 65)
    - Identify the “first step” Jo achieves toward her dream? (p. 68)
  5. “Book Jacket Report” continued (See Appendix D)
    - Add vocabulary words and definitions to your list. (Appendix F)
    - Write a sentence describing the main idea of the chapter. (Appendix F)
    - Summarize in a single paragraph, the middle 4 chapters (Ch. 4-8) of this novel.

E. *Assessment/Evaluation*

1. The “Book Jacket Report” will be an on-going assessment throughout the unit.
2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

**Lesson Six: Unexpected Journeys** (Chapters nine and ten)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)

- b. Literal and figurative language: metaphors and similes (p.111)
  - c. Reading: Analyze character (NMLA Standard One C.5.1)
  - d. Writing and Research: produce a variety of types of writing (p.109)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
  - b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
  - c. Use language to: evaluate information and ideas, present and support arguments, influence the thinking of others. (NMLA Standard Two A.5.2)
  - d. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
  - e. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose. (NMLA Standard Two C.5.2.3)
- B. *Materials*
  1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
  2. *Eyewitness Classics, Little Women* – one copy
  3. *What Your 5<sup>th</sup> Grader Needs To Know* – one copy
  4. Appendix A – one copy
  5. Appendix B – two for each student for entire unit
  6. Appendix D – one for each student
  7. Appendix F – 7 for each student for entire unit
  8. Appendix H – one for each student
- C. *Key Vocabulary*
  1. *Bleak* means to be exposed, chill, or dreary. (bleakly, bleaker)
- D. *Procedures/Activities*
  1. Today’s activities will include reading chapters nine and ten; however along the way we recommend incorporating note taking on characters, familiar phrases, metaphors, and similes.
  2. Begin reading chapters nine and ten. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, familiar phrases, metaphors, similes, and vocabulary.)
    - There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
    - Draw attention to character traits listed throughout the chapters and record on Main Character “T” worksheet. (Appendix B)
    - After reviewing metaphors and similes with students, guide students to point them out as they read. “*Sadness like a shadow.*” (p. 73) “*Laurie wondered the March home like a ghost.*” (p. 80) and discuss meanings. \*Note- if using a different adaptation you may need to find appropriate similes for your chapters.
  3. Ideas for discussion while reading chapter nine “*Mother Goes to Washington*”

- Summarize the circumstances around which Jo cut her hair. (p.72)
  - Discuss the phrase “sadness like a shadow” as it refers to mother’s face. (p 73)
  - Have students design a graphic organizer about the description of Jo’s hair. (p. 72-73) (Appendix H)
    1. Beautiful
    2. Long
    3. Wavy
    4. Chestnut
    5. Short
  - In the letter from Meg to Mother, find at least two examples of figurative language and explain in your own words. (p. 74)
4. Ideas for discussion while reading chapter ten “*Dark Days*”
- What did Meg explain were “the real blessings of life” and how did Meg’s character evolve around these traits? (Love, protection, peace, and health) (p. 79)
  - Analyze the author’s use of the simile “Laurie wondered the March home like a ghost.” (p. 80)
  - Compare the weather outside to the mood or atmosphere of the March home at this time. (p.83)
5. “Book Jacket Report” continued (See Appendix D)
- Add vocabulary words and definitions to your list. (Appendix F)
  - Write a sentence describing the main idea of the chapter. (Appendix F)
  - Use creative lettering to design a spine for the book jacket. (Appendix D)
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on-going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

**Lesson Seven: Secrets** (Chapter eleven)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  - b. Literal and figurative language: metaphors and similes. (p.111)
  - c. Reading: Analyze character. (NMLA Standard One C.5.1)
  - d. Writing and Research: produce a variety of types of writing. (p.109)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented,

evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)

- b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
- c. Use language to: evaluate information and ideas, present and support arguments, influence the thinking of others. (NMLA Standard Two A.5.2)
- d. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
- e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood. (NMLA Standard Two C.5.2.4)

B. *Materials*

1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
2. Eyewitness Classics, *Little Women* – one copy
3. What Your 5<sup>th</sup> Grader Needs To Know – one copy
4. Appendix A – one copy
5. Appendix B – two for each student for entire unit
6. Appendix D – one for each student
7. Appendix F – 7 for each student for entire unit
8. Paper and pencil (one per student)

C. *Key Vocabulary*

1. To be *sly* is to be crafty, underhanded or tricky. (p. 91)

D. *Procedures/Activities*

1. Today's activities will include reading chapter eleven however along the way we recommend incorporating note taking on characters, the author's purpose, main idea of chapters, familiar phrases, metaphors, and similes.
2. Begin reading chapter eleven. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, familiar phrases, metaphors, similes, and vocabulary terms.)
  - There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
  - Draw attention to character traits listed throughout the chapters and record on Main Character "T" worksheet. (Appendix B)
  - After reviewing familiar phrases, metaphors, and similes with students, guide students to point them out as they read. "*Moil and Toil*" (p. 24), "*It's as dead as a graveyard around here.*" (p. 32), "*Beet Red*" (p. 33), "*The new friendship grew fast like grass in the spring.*" (p. 34) and discuss meanings. \*Note- if using a different adaptation you may need to find appropriate figurative language for your chapters.
3. Ideas for discussion while reading chapter eleven "Secrets"
  - Identify with Jo's feelings when she found out Marmee and Father called Mr. Brooks "John." (p. 86)
  - \*Note to teacher –Stop after reading through the first paragraph on page 87 before proceeding with the next question.
  - Have students predict whether or not Jo will keep the secret about Mr. Brooks. (p. 87)

- How was the Laurie’s trick on Mr. Brooks received by the March family? (p.87-89)
  - Utilize the phrase “kept your letter so he could crow over it with me” to incorporate the familiar phrase “Eat Crow.”(p. 65 of *What your 5<sup>th</sup> Grader Needs To Know*)
4. “Book Jacket Report” continued (See Appendix D)
    - Add vocabulary words and definitions to your list. (Appendix F)
    - Write a sentence describing the main idea of the chapter. (Appendix F)
  5. Construct an apology letter to Laurie as if students were Mr. Laurence.
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on-going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report”.

**Lesson Eight: Pleasures** (Chapters twelve and thirteen)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  - b. Literal and figurative language: metaphors and similes (p.111)
  - c. Reading: Analyze character (NMLA Standard One C.5.1)
  - d. Writing and Research: produce a variety of types of writing (p.109)
  - e. Phrases and Sayings: “ Read between the Lines” and “Every cloud has a silver lining” (p.111)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
  - b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
  - c. Use language to: evaluate information and ideas, present and support arguments, influence the thinking of others. (NMLA Standard Two A.5.2)
  - d. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
  - e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood. (NMLA Standard Two C.5.2.4)

B. *Materials*

1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)

2. *Eyewitness Classics, Little Women* – one copy
  3. *What Your 5<sup>th</sup> Grader Needs To Know* – one copy
  4. Appendix A – one copy
  5. Appendix B – two for each student for entire unit
  6. Appendix D – one for each student
  7. Appendix F – 7 for each student for entire unit
- C. *Key Vocabulary*
1. When you “*read between the lines*,” you go beyond the surface of what someone says to find out what the person really means.
  2. *Paraphrasing* is explaining something in your own words, but you should only include the author’s ideas and opinions.
  3. “*Every cloud has a silver lining*” means bad things usually have a hidden good side.
  4. *Peony* is a type of plant with large flowers.
- D. *Procedures/Activities*
5. Today’s activities will include reading chapter twelve and thirteen; however, along the way we recommend incorporating note taking on characters, the author’s purpose, main idea of chapters, familiar phrases, metaphors, and similes.
  6. Begin reading chapter twelve. (We used the Bullseye Step into Classics adaptation; however, we wrote this unit so that you may use whatever adaptation you have available. If using a different adaptation, you may need to adjust chapter content, familiar phrases, metaphors, similes, and vocabulary terms.)
    - There are many different methods for oral reading listed in the modifications packet. ( Appendix A)
    - Draw attention to character traits listed throughout the chapters and record on Main Character “T” worksheet. (Appendix B)
    - After reviewing familiar phrases, metaphors, and similes with students, guide students to point them out as they read. “*Peaceful as sunshine after a storm*” (p. 95), “*Worked as elves at night*” (p. 95), “*Filled to the brim with happiness*” (p. 95) “*Read between the Lines*,” “*Every cloud has a silver lining*” (and discuss meanings.)  
\*Note- if using a different adaptation you may need to find appropriate figurative language for your chapters.
  7. Ideas for discussion while reading chapter twelve “Pleasures”
    - In the first sentence of this chapter the author was describing “what” as he stated “peaceful as sunshine after a storm” (p. 95)
    - Interpret the phrase “Worked as elves at night,” who is being referred to? What was the reasoning behind the hard work? (p. 95)
    - Justify why everyone would be “filled to the brim with happiness?” (p. 95)
    - Why was this Christmas the “best Christmas ever?” (p. 96)
    - Father announces that “they have indeed become little women.” Paraphrase the ways in which each girl has changed. (pp. 97-98)
    - “The March family had come at last to a pleasant meadow.” If you were “*reading between the lines*” how would you interpret this sentence? (p. 99)
  8. Ideas for discussion while reading chapter thirteen “Meg and Mr. Brooke”
    - Clarify how Jo felt over the engagement of Meg and Mr. Brooks. (p. 104)

- How was Aunt March’s reaction to the engagement in line with her characteristics throughout the book? (pp. 102-103)
  - Examine how the familiar phrase “Every cloud has a silver lining” could be used to summarize Jo in the end of this chapter.
5. “Book Jacket Report” continued (See Appendix D)
- Add vocabulary words and definitions to your list. (Appendix F)
  - Write a sentence describing the main idea of the chapter. (Appendix F)
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on-going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

**Lesson Nine: The Final Days** (Completing the “Book Jacket Report”)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand and use strategies and skills to comprehend information that is read, heard, and viewed. (NMLA Standard 1 Reading and Listening for Comprehension)
  - b. Students will communicate effectively through speaking and writing. (NMLA Standard 2 Writing and Speaking for Expression)
  - c. Students will use literature and media to develop an understanding of people, societies, and the self. (NMLA Standard 3 Literature and Media)
2. Lesson Content
  - a. Stories: *Little Women* (Part First) (Louisa May Alcott) (p. 110)
  - b. Literal and figurative language: metaphors and simile.(p.111)
  - c. Reading: Analyze character. (NMLA Standard One C.5.1)
  - d. Writing and Research: produce a variety of types of writing. (p.109)
3. Skill Objective(s)
  - a. Listen actively and critically by: asking questions, delving deeper into the topic, elaborating on the information and the ideas presented, evaluating information and ideas, making inferences and drawing conclusions, making judgments. (NMLA Standard One A.5.1)
  - b. Follow oral instructions that provide information about a task or assignment. (NMLA Standard One A.5.4)
  - c. Use language to: evaluate information and ideas, present and support arguments, influence the thinking of others. (NMLA Standard Two A.5.2)
  - d. Identify social/cultural values and beliefs reflected in literature and media. (NMLA Standard Three A.5.2)
  - e. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood. (NMLA Standard Two C.5.2.4)
  - f. Edit final product for grammar, language conventions, and format. (NMLA Standard Two B.5.1.5)

B. *Materials*

1. *Little Women*, Bullseye Step into Classics, adapted by Monica Kulling (classroom set)
2. *Eyewitness Classics, Little Women* – one copy

3. Appendix B – two for each student for entire unit
  4. Appendix D – one for each student
  5. Appendix F – 7 for each student for entire unit
  6. Appendices – all prior completed forms
  7. pencils, crayons, markers, or any media you want to use for illustrations
  8. thesaurus (one per student)
- C. *Key Vocabulary*
1. An *illustration* is a picture used to decorate or explain something written.
  2. An *adjective* is a word that tells something about a noun or pronoun.
- D. *Procedures/Activities (Day One)*
1. Discuss ways to recognize main characters and spend some time brainstorming character traits of the main characters of this novel.
  2. Create the main character panel (Appendix D)
  3. Illustrate and write about the problem/solution panel (Appendix D)
- Procedures/Activities (Day Two)*
1. Design the cover for your book jacket. (Appendix D)
  2. Write a paragraph and a review for the back cover. (Appendix D)
- E. *Assessment/Evaluation*
1. The “Book Jacket Report” will be an on-going assessment throughout the unit.
  2. Check for accuracy of notes before students transfer information into the “Book Jacket Report.”

## VI. CULMINATING ACTIVITY

- A. Book Jacket Presentation
- Set aside two 60 minute time periods for these presentations. Each student will give an oral presentation using their completed book jacket as a visual aid. Remind students to use proper posture, make eye contact with the audience, and speak clearly.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A- Reading Modifications
- B. Appendix B – Character “T”
- C. Appendix C – Book Jacket Construction Directions
- D. Appendix D – Book Jacket Breakdown of Panels
- E. Appendix E – Book Jacket Rubric
- F. Appendix F – Notes
- G. Appendix G – Three Part Summary
- H. Appendix H – Graphic Web

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## **Appendix A**

### **Reading Modifications**

#### **Buddy Read**

Two students sit facing each other with crossed legs. One student's right knee should just be touching the other student's left, so they are at a diagonal (as space allows.) One student reads the prescribed amount (a paragraph, a page, a story, etc.) and then tells the other student "I just read about..." and restates the passage. Then it is the other student's turn to do the same. It gets a little noisy but is a good comprehension builder.

#### **Partner Read**

Partner students up and let them read to each other.

#### **Popcorn**

In a large group, one student starts reading and reads as much as they choose (set some parameters) and then calls on someone randomly to read (not always at the end of a paragraph but must end the sentence.) This activity is great because they never want to be caught not knowing where we are by their friends.

#### **Be the teacher**

Assign a chapter to several students and let them teach the chapter to the rest of the class. This could be done like a literature circle, where every person in the group has a job.

**Appendix B**  
**Character “T”**

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## **Appendix C**

### **Book Jacket Report**

For this report, you will create a book jacket that tells about your book as well as the book's author.

Constructing the book jacket

1. Cut a sheet of poster board 11 inches high by 2feet long.
2. From the left side, measure in 4 inches and place a light pencil mark.
3. Also place a mark 11 inches from the left side.
4. Repeat steps 2-3 three times down the paper.
5. With a ruler and a pencil, lightly draw a line along the 4 inch marks and the 11 inch marks.
6. Follow steps 2-5 measuring from the right side of the paper.
7. Fold the paper inward along the 4 inch guidelines.
8. Fold the paper inward along the 11 inch guidelines so that it looks like a book jacket.
9. Open up the book jacket and place it in front of you so that the outside of the book jacket is facing up.
10. Starting from the left, lightly number the panels 1-5.
11. Turn the book jacket over. Starting from the left, lightly number the panels 6-10. You are now ready to start creating the panels for your book jacket.

## **Appendix D Breakdown of Panels**

When creating the panels for your book jacket, you should use the corresponding templates, and then glue them into the place with a glue stick.

### **Lesson Two:**

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

### **Lesson Three:**

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

\*Summary/panel 5 and 6: Beginning on panel 5 and continuing on panel 6, write a three-paragraph summary of the book that highlights the beginning, middle, and end of the novel.

\*\*Optional requirement---Each paragraph should include at least two compound or complex sentences (a total of six sentences); you should underline these sentences.

### **Lesson Four:**

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

\*Author's notes/panel 1: On the top half of panel 1, glue a photo of yourself or draw a self-portrait. Underneath your picture write a one paragraph biography about yourself. Consider the following when writing your biography.

- \*important dates
- \*education
- \*activities
- \*interests/hobbies
- \*family
- \*place of residence

## Appendix D (continued)

### Lesson Five:

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

\*Summary/panel 5 and 6: Beginning on panel 5 and continuing on panel 6, write a three-paragraph summary of the book that highlights the beginning, middle, and end of the novel.

\*\*Optional requirement--Each paragraph should include at least two compound or complex sentences (a total of six sentences); you should underline these sentences.

### Lesson Six:

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

\*Spine/panel 3: Use creative lettering to design a spine for your book jacket. Include the title of the book and the author's name. Write the name of the publisher at the bottom of the panel.

### Lesson Seven:

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

### Lesson Eight:

\*Vocabulary/panel 10: As you read your book, look up words whose meaning you do not know (or provide a vocabulary list.) List the words alphabetically with their definitions.

\*Main ideas/panel 7: Write a complete sentence describing the main idea for each chapter in the novel

\*Summary/panel 5 and 6: Beginning on panel 5 and continuing on panel 6, write a three-paragraph summary of the book that highlights the beginning, middle, and end of the novel.

\*\*Optional requirement--Each paragraph should include at least two compound or complex sentences (a total of six sentences); you should underline these sentences.

## Appendix D (Continued)

### Lesson Nine:

\*Main character/panel 8: Use creative lettering to write the name of one of the main characters. Use a thesaurus to find adjectives that describe her. These adjectives should be words that you do not use in your everyday vocabulary. For example, don't use words like nice, happy, or pretty to describe the character.

\*Problem –Solution/panel 9: Choose three problems that occur in your book, and draw picture that illustrates each of them. Under each picture, write a complete sentence describing the problem. Then, draw pictures of the solution(s) to each of the problems and write complete sentences describing them. The pictures should be creative, colorful, and carefully drawn.

\*Cover/panel 4: Design a cover for your book jacket that includes the title of the book, the author's name, and your name. Include a related illustration.

\*Back cover/panel 2: On the top half of panel 2, write a paragraph that highlights the most exciting elements of the book. This paragraph should make the reader want to read the book but should not include your personal opinion. On the bottom half of panel 2, write a one-paragraph review of the book. This paragraph should tell what you liked and disliked about the book.

## Appendix E

### Book Jacket Rubric

1. The cover of your book jacket includes your name, the author's name, and the book title. The illustration is creatively designed and relates to the book's theme.

10    9    8    7    6    5    4    3    2    1    0

2. The spine of your book jacket includes the title of the novel, the author's name, and the publisher. The title is written in creative lettering.

5    4    3    2    1    0

3. The highlights of your book are written in a well-developed paragraph and make the reader want to read your book. You do not include your personal opinion.

5    4    3    2    1    0

4. Your review of your book is written in a well-developed paragraph and gives specific examples as to why you liked or disliked the novel.

5    4    3    2    1    0

5. The author's notes include either a photo of yourself or a self-portrait. Your biography is written in a complete, well-developed paragraph

10    9    8    7    6    5    4    3    2    1    0

6. The summary includes three well developed paragraphs that highlight the beginning, middle, and end of the novel.

10    9    8    7    6    5    4    3    2    1    0

7. A complete sentence accurately describes the main idea for each chapter.

5    4    3    2    1    0

8. The names of the main characters are written in creative lettering and five vivid adjectives describe the main character.

5    4    3    2    1    0

9. The pictures of the problems and solutions are carefully drawn. A complete sentence describes each picture.

10    9    8    7    6    5    4    3    2    1    0

10. All vocabulary words are listed alphabetically and defined completely.

5    4    3    2    1    0

11. Spelling, grammar, and punctuation are correct.

10    9    8    7    6    5    4    3    2    1    0

12. The overall presentation is creative and well organized. You have written neatly using your best handwriting.

10    9    8    7    6    5    4    3    2    1    0

13. Oral presentation is clear and "jacket" is adequately described.

10    9    8    7    6    5    4    3    2    1    0

**Appendix F**  
**Notes**

*Little Women*

Chapter \_\_\_\_\_ Title of Chapter \_\_\_\_\_

Vocabulary \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Main Idea (one complete sentence)  
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*Little Women*

Chapter \_\_\_\_\_ Title of Chapter \_\_\_\_\_

Vocabulary \_\_\_\_\_  
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Main Idea (one complete sentence)  
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**Appendix G**  
**Three Part Summary**

Summary of Beginning (Chapters 1-4)

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Summary of Middle (Chapters 5-8)

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Summary of End (Chapters 9-13)

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**Appendix H**  
**Graphic Web**

