



# ELA Anywhere Planning Guide

Unit 8D: Science & Science Fiction

# ELA Anywhere Planning Guide

*Using Amplify ELA in all learning scenarios*

Amplify ELA 6–8 is a fully digital program capable of supporting learning whether students access the curriculum app in class, or in distance learning scenarios. Students who need to use print resources for a particular lesson can work with the Amplify ELA Anthology and Unplugged lessons. These print resources are aligned to the digital lessons, allowing students to seamlessly move between digital and print lessons as circumstances and available resources change. Additionally, the new, printable ELA Anywhere student lessons are designed for situations where students are offline and need to work through lessons largely independently. Like the digital and existing print lessons, ELA Anywhere lessons fit into the digital sequence of ELA—a student who completes lessons 1–5 in ELA Anywhere will be ready to begin lesson 6 in either the Amplify digital platform or Unplugged lessons if there is a change in the learning scenario.\*

## Learning Scenarios and Resources

The following chart outlines four key learning scenarios and provides a checklist of the materials needed to complete assignments in each.

The learning scenarios are defined by student location, as well as by student and teacher access to digital and/or print materials.

- The materials list under each scenario points to the resources you and your students will need for daily lesson work.
- Key materials and resources that are accessed within a larger resource (for example, the curriculum app) are listed in bullets under that larger resource.
- Note that students using Amplify Unplugged lessons and/or ELA Anywhere lessons will need print copies of Solos (unless they have access to Mobile Solos) and any differentiated supports. These and other printable resources can be found in the teacher-facing curriculum app. You will need to print and distribute these for student use.

| <b>Learning Scenario</b> | <b>Scenario 1:</b><br>Classroom Use<br><br>Teacher: Digital<br>Student: Digital | <b>Scenario 2:</b><br>Classroom Use<br><br>Teacher: Digital and Print<br>Student: Print | <b>Scenario 3:</b><br>Distance Learning<br><br>Teacher: Digital<br>Student: Digital | <b>Scenario 4:</b><br>Distance Learning<br><br>Teacher: Digital and Print<br>Student: Print/Mostly offline |
|--------------------------|---|---|---|--|
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\*For writing assignments where students revise a piece of writing or work to complete a longer piece of writing over multiple sessions, Amplify advises that students continue working within the medium in which they began the writing assignment.

| Learning Scenario        | Scenario 1  | Scenario 2   | Scenario 3   | Scenario 4   |
|--------------------------|---|--|--|--|
| <b>Teacher Materials</b> | <p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>• Unit Guide and Sub-Unit Overviews</li> <li>• Lesson Overviews and Materials</li> <li>• Instructional Guides, and On-the-Fly supports</li> <li>• Lesson activities</li> <li>• Lesson texts in eReader</li> <li>• Differentiated supports</li> <li>• Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> <li>• Classwork and Reporting</li> <li>• Vocab App</li> <li>• Essay Rubrics</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>• Mastering Conventions Grammar lesson PDFs</li> </ul> | <p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>• Unit Guide and Sub-Unit Overviews</li> <li>• Lesson Overviews and Materials</li> <li>• Instructional Guides and On-the-Fly supports</li> <li>• Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> <li>• Vocab App</li> <li>• Classwork and Reporting</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>• Unit Reading Assessments</li> <li>• Solo Activities workbook and Solo Answer Key</li> <li>• Mastering Conventions Grammar lesson PDFs</li> <li>• Essay Rubric PDFs</li> <li>• Printable Teacher Guide</li> </ul> | <p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>• Unit Guide and Sub-Unit Overviews</li> <li>• Lesson Overviews and Materials</li> <li>• Instructional Guides and On-the-Fly supports</li> <li>• Lesson activities</li> <li>• Lesson texts in eReader</li> <li>• Differentiated supports</li> <li>• Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> <li>• Classwork and Reporting</li> <li>• Vocab App</li> <li>• Mastering Conventions Grammar lesson PDFs</li> </ul> | <p><b>Curriculum App</b></p> <ul style="list-style-type: none"> <li>• Unit Guide and Sub-Unit Overviews</li> <li>• Lesson Overviews and Materials</li> <li>• Instructional Guides and Possible Responses</li> <li>• Lesson activities</li> <li>• Lesson texts in eReader or Amplify ELA Anthology</li> <li>• Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site)</li> </ul> <p><b>Printable Resources</b></p> <ul style="list-style-type: none"> <li>• Unit Reading Assessments</li> <li>• Solo Activities workbook and Solo Answer Key</li> <li>• Mastering Conventions Grammar lesson PDFs</li> </ul> |

| Learning Scenario        | Scenario 1   | Scenario 2  | Scenario 3  | Scenario 4   |
|--------------------------|--|---|---|--|
| <b>Student Materials</b> | <b>Curriculum App</b> <ul style="list-style-type: none"> <li>Unit and Sub-Unit Overviews</li> <li>Lesson Overviews and Materials</li> <li>Lesson activities</li> <li>Any teacher-assigned differentiated supports</li> <li>Vocab App</li> <li>Global Navigation (Apps, Quests, Amplify Library)</li> <li>Digital or Mobile Solos</li> <li>My Work</li> <li>eReader with Reveal Word definitions</li> </ul> | <b>Amplify ELA Anthology</b><br><br><b>Amplify ELA Unplugged lessons* (or ELA Anywhere)</b> <ul style="list-style-type: none"> <li>Lesson activities</li> <li>Formative Writing Prompts</li> </ul> <b>Printable Resources</b> <ul style="list-style-type: none"> <li>Solo Activities workbook</li> <li>Unit Reading Assessments</li> <li>Mastering Conventions</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>Mobile Solos</li> <li>Classroom copy of grade novel</li> </ul> <p>*Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p> | <b>Curriculum App</b> <ul style="list-style-type: none"> <li>Unit and Sub-Unit Overviews</li> <li>Lesson Briefs and Materials</li> <li>Lesson activities</li> <li>Any teacher-assigned differentiated supports</li> <li>Vocab App</li> <li>Global Navigation (Apps, Quests, Amplify Library)</li> <li>Digital or Mobile Solos</li> <li>My Work</li> <li>eReader with Reveal Word definitions</li> </ul> | <b>ELA Anywhere</b> <ul style="list-style-type: none"> <li>Unit and Sub-Unit Overviews</li> <li>Lesson Overviews and Prep</li> <li>Lesson activities</li> <li>Formative Writing Prompts</li> </ul> <b>Lesson Texts</b> (can be accessed any of the following ways) <ul style="list-style-type: none"> <li>eReader texts downloaded from Amplify Library onto home device for offline use</li> <li>Amplify ELA Anthology</li> </ul> <b>Printable Resources</b> <ul style="list-style-type: none"> <li>Solo Activities workbook</li> <li>Unit Reading Assessments</li> <li>Mastering Conventions</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>Mobile Solos</li> </ul> |

## How to Use This Planner

This planner is designed to support you as you plan to teach this unit—whether your students remain in one learning scenario throughout the unit, or move between different scenarios. In it, you can quickly access high-level lesson information, useful call-outs, instructional reminders (with links), or a heads-up about activities or routines that may need to be adapted for a particular scenario. The planner is a companion to the digital and print teacher materials, though much of its contents represent a significantly stripped-down version of the rich teacher planning and lesson resources available in the ELA program itself.

*What's in each column:*

### Lesson Objectives

- Lesson number and title
- Skill practice and Reading, Writing, and/or Speaking and Listening objectives
- Digital resources: Any audio, video, apps, or projections you'll present to students in the lesson
  - Most of these items are also found in the Materials section of the student Lesson Brief. Activities using these materials have been adapted in ELA Anywhere so that students can complete their work independently.

### Reading

- Lesson reading assignments\*
  - Text passages students work with during the lesson
    - These are generally a subsection of the text read in the previous lesson's Solo.
  - Text passages assigned in the Solo
    - Solos are formative assignments that measure how accurately students independently read grade-level texts. If students complete Solos in the curriculum app or using Mobile Solos, you can track results using [Reporting](#) (accessed through the Global Navigation Menu).
    - Solos are differentiated, and you can assign a level of differentiated support to students in the digital lesson.
- Library navigation activities that encourage students to explore the 700+ texts in the Amplify Library

\* All texts in the digital lessons have audio accessibility. All Amplify texts (unit texts and titles in the Amplify Library) can be downloaded onto a digital device for offline access. Download directions are in Lesson 1 of each digital unit.

Find more information about the role of reading in the Amplify program [here](#).

## Writing Prompt

- A 12–15-minute writing activity followed by a sharing routine in which students share their writing and provide feedback to their peers
  - Writing activities are formative—students focus on one moment, idea, or claim and use textual evidence or narrative observations to develop it. If students complete writing in the digital lesson, you can use Classwork to review Amplify’s automated assessment of that writing and send written feedback to students. You can also track student writing performance over time using [Reporting](#) (accessed through the Global Navigation Menu).
  - If students complete writing in the print ELA Anywhere lessons, Amplify recommends that you collect, assess, and provide feedback on this writing.
  - Writing activities are differentiated, and you can assign a level of differentiated support to students in the digital lesson or in print.
  - When possible, provide distance learners with a way to complete the sharing routine with peers, a teacher, or a caregiver.
  - To find EXTRA Challenge Writing Prompts, review the Reading and Writing Assignments in the Planning for the Unit section of your digital Unit Guide.
- Revision Assignments
  - During Flex Days, the Writing: Revision Assignment activity asks students to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (focusing on one moment or idea) or Use of Evidence (including and developing text evidence to support a claim or idea). Students switching from print or ELA Anywhere lessons to the digital lessons would need to identify a completed writing activity in their print resource.

Find more information about the role of writing in the Amplify program [here](#).

## Meet-up Activities

- Specific activities recommended for synchronous distance learning situations and chosen for their focus on important discussions or collaborative group activities
  - The ELA Anywhere lessons allow students to work independently through these activities without the support of a teacher or peers.
  - Writing activities are largely independent and not listed as meet-ups. However, Amplify encourages you to regularly facilitate a synchronous sharing session so that students are able to share their writing and receive targeted peer feedback.
  - Meet-up activities are specified by their activity numbers in the curriculum app. Where teacher-only activities (identified by the letter T in the digital lesson) are suggested as meet-ups, they will be listed with the letter T followed by a number that indicates when it appears in the lesson’s activity sequence (e.g., T1, T2, T3, etc.).

Find more information about the role of speaking and listening activities in the Amplify program [here](#).

## Notes

- Relevant instructional information and tips
- Call-outs to useful resources
  - SEL call-outs refer to the core competencies within the [CASEL](#) framework.

Where possible, notes will contain a link to help you find more information on the identified topic.

For additional support, please visit the [Amplify Help Center](#).

## Sub-unit 1: *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

| Lesson Objectives   | Reading   | Writing Prompt | Meet-up Activities   | Notes  |
|---|---|----------------|--|--|
| <p><b>Lesson 1: Meet Victor Frankenstein</b></p> <p><b>Reading:</b> Students will learn about the graphic novel format of <i>Gris Grimly's Frankenstein</i>; read Volume I, Chapter 1; and create a family tree to keep track of the characters and their relationships to one another.</p> | <p><b><i>Gris Grimly's Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Epigraph</li> <li>• Vol. I, Ch. 1 (pages 14–19, 24*)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Vol. I, Ch. 1 (pages 20–23)</li> </ul> <p>* Page numbers refer to those used in the graphic novel.</p> |                | <p><b>Curriculum App:</b> Activities 5–8*</p> <p>* It may be worth finding additional time to complete Activities 2 and 3 during the session. If you're short on time, make sure students are comfortable working with the digital graphic novel (Activity 2) at the start of the session.</p> | <p><b>Accessibility:</b> Remind students with devices that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p><b>Differentiation:</b> Consult the Differentiation section of your digital Lesson Brief for suggestions about specific vocabulary to preview and other supports you may wish to use.</p> <p><b>Materials:</b> Students access an electronic version of <i>Gris Grimly's Frankenstein</i> in the Amplify library, where they are able to highlight but not able to make annotations. Text passages from the graphic novel that are used for close reading activities are pulled into those lessons (without accompanying illustrations). Students can take notes on this text.</p> <p><b>Download the Unit Texts:</b> Help students with devices download the text onto their preferred home learning device.</p> <p><b>Solos:</b> ELA Anywhere and Unplugged lessons do not contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p> |



| Lesson Objectives  | Reading  | Writing Prompt  | Meet-up Activities  | Notes  |
|--|--|---|---|--|
| <p><b>Lesson 2: Victor's Scientific Passions</b></p> <p><b>Reading:</b> Students will paraphrase quotations and closely read to understand Victor's scientific preoccupations and how they shape his character.</p> <p><b>Writing:</b> Students will write about whether Victor Frankenstein is focused more on life or death.</p> | <p><b><i>Gris Grimly's Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. I, Ch. 1 (pages 20–23)</li> <li>• Vol. I, Ch. 2 (pages 25–32)</li> <li>• Vol. I, Ch. 3 (pages 34–40)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Vol. I, Ch. 4 (pages 41–49)</li> </ul> | <p>Is Victor more focused on life, on death, or on both as he investigates and makes his creation? Explain your answer using specific details from the text or illustrations.</p> | <p><b>Curriculum App:</b> Activities 2–5*</p> <p>* Create a Google doc or Zoom whiteboard for each of the four quotations in the Gallery Paraphrase activity (Activity 4). Have students add their own paraphrasing to each.</p> <p>For Activity 4, consider having students work in small groups to paraphrase the four quotes in breakout rooms, then return to the whole group to discuss.</p> | <p><b>Preparation:</b> Prepare quotations for Activity 4.</p> <p><b>Differentiation:</b> Review the descriptions of the levels of differentiated scaffolds for the Writing Prompt in this lesson.</p> <p>Printable versions of Moderate and ELL(Dev) Writing Prompts for all writing activities in the unit are available in the Materials section of your Unit Guide. These can be distributed to students using print or ELA Anywhere.</p> <p><b>Instruction:</b> In Activity 3, students skim sections of the graphic novel to summarize key plot points, rather than reading these sections closely. This routine repeats several times in this unit. Review the Instructional Guide to understand how to facilitate these readings and help students use the text and illustrations to grasp meaning as they skim. Students using ELA Anywhere answer a series of short questions to assess their understanding of these skimmed passages.</p> <p>It's important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time reviewing the Rules and expectations for Writing and Sharing to establish clear expectations.</p> |

| Lesson Objectives  | Reading   | Writing Prompt   | Meet-up Activities  | Notes   |
|--|---|--|---|---|
| <p><b>Lesson 3: How Victor Views His Creation</b></p> <p><b>Reading:</b> Students will study two of Victor Frankenstein’s early encounters with his creation, analyze the feelings behind the language he uses in each scene, and compare their personal responses to Victor’s.</p>              | <p><b>Gris Grimly’s Frankenstein</b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. I, Ch. 4 (pages 41–49)</li> <li>• Vol. I, Ch. 5 (pages 51–54)</li> <li>• Vol. I, Ch. 6 (pages 55–62)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Vol. I, Ch. 7 (pages 63–70)</li> </ul> |  | <p><b>Curriculum App:</b> Activities 2–8*</p> <p>* Create breakout rooms for student pairs in Activities 3, 6, and 8.</p> | <p><b>Preparation:</b> Practice modeling the sympathy spectrum in Activity 4.</p> <p><b>Differentiation:</b> If students are having difficulty reading or understanding this text, have them preview the images before they read the text.</p> <p><b>Connections to Other Lessons:</b> In the Lesson 3 Solo, students read Chapter 7, in which Justine is tried for William’s murder, then answer multiple choice questions. The events of this chapter will be alluded to in later chapters, but none of the passages from this chapter will be revisited in the next lesson.</p>  |
| <p><b>Lesson 4: Flex Day 1</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p> | <p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>  | <p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p> |   | <p><b>Preparation:</b> Flex Days occur every 4–6 lessons. You’ll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p><b>Materials:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p><b>Instruction:</b> Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p> |

| Lesson Objectives   | Reading  | Writing Prompt   | Meet-up Activities  | Notes   |
|---|--|--|---|---|
| <p><b>Lesson 5: The Creature Speaks</b></p> <p><b>Reading:</b> Students will read the scene where Victor and his creature speak to one another for the first time and paraphrase the dialogue so that it's easier for a modern-day audience to understand.</p> <p><b>Writing:</b> Students will write about what Victor means by his final words to the creature in the scene they've been studying.</p>  | <p><b>Gris Grimly's <i>Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. II, Ch. 1 (pages 72–78)</li> <li>• Vol. II, Ch. 2 (pages 79–85)</li> </ul>   | <p>Chapter 2 of Volume II ends with Victor saying, "For the first time I felt what the duties of a creator towards his creature were" (85). What does this mean, and why does he say it?</p> | <p><b>Curriculum App:</b> Activities 3–7*</p> <p>* Activities 6 and 7 are completed simultaneously by different groups of students. Create breakout rooms for student pairs in these activities and move through rooms to provide support and assess progress.</p>  | <p><b>Preparation:</b> Determine how students will be paired for Activities 6 and 7; stronger readers should be assigned to Activity 7.</p> <p><b>Differentiation:</b> Preview the Additional Text Writing Prompt (Activity 11) to determine whether to assign it to students who may be ready for an additional challenge.</p> <p><b>Instruction:</b> If remote students are missing sharing sessions, provide regular written comments that target a place they are developing an idea using evidence from the text and describe the impact.</p> <p>Students using ELA Anywhere do not work in groups to complete paraphrases; they complete both sets of paraphrases in this lesson.</p> <p><b>Assessment:</b> If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 140 words.</p> |
| <p><b>Lesson 6: The Creature's Tale, Part 1</b></p> <p><b>Reading:</b> Students will "read" the creature's story as it's presented in images, write their own captions for selected passages, and match text selections from Mary Shelley's 1818 edition of the story to Grimly's illustrations.</p> <p><b>Speaking and Listening:</b> Students will write about what Victor means by his final words to the creature in the scene they've been studying.</p> | <p><b>Gris Grimly's <i>Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. II, Ch. 3 (pages 84–94)</li> <li>• Vol. II, Ch. 4 (pages 95–100)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <i>Frankenstein, 1818 Edition</i> by Mary Shelley <ul style="list-style-type: none"> <li>◦ Vol. II, Ch. 7</li> </ul> </li> </ul> |  | <p><b>Curriculum App:</b> Activities 2–8*</p> <p>* Create breakout rooms for student groups and pairs in Activities 5, 7, and 8.</p> <p>Due to the length of this lesson, you may split the activities between two meet-up sessions, with Activities 2–5 in the first session and Activities 6–8 in the second session.</p> | <p><b>Preparation:</b> Review the Chapter 3 and Chapter 4 Sample Student Responses in the Materials section of your digital Lesson Brief to help facilitate the round-robin discussions in Activities 4 and 6.</p> <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for guidance on supporting English learners.</p> <p><b>Instruction:</b> The writing and discussion in Activity 2 helps students understand how our perspectives are shaped by our experiences. (<i>SEL: Self-awareness, social awareness</i>)</p>   |

| Lesson Objectives   | Reading  | Writing Prompt  | Meet-up Activities  | Notes  |
|---|--|---|---|--|
| <p><b>Lesson 7: The Creature's Tale, Part 2</b></p> <p><b>Reading:</b> Students will read the remainder of the creature's story and analyze how much sympathy or antipathy they feel toward him in each chapter.</p> <p><b>Speaking and Listening:</b> Students will write about why their feelings about the creature changed or stayed the same between Chapters 5 and 6.</p>   | <p><i>Frankenstein, 1818 Edition</i> by Mary Shelley</p> <ul style="list-style-type: none"> <li>Vol. II, Ch. 7</li> </ul> <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>Vol. II, Ch. 5 (pages 101–108)</li> <li>Vol. II, Ch. 6 (pages 109–114)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li><i>Frankenstein, 1818 Edition</i> by Mary Shelley <ul style="list-style-type: none"> <li>Vol. II, Ch. 8</li> </ul> </li> </ul> | <p>Did your feelings about the creature change from Chapter 5 to Chapter 6? Explain why or why not, using and analyzing evidence from the text. Be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)</p> | <p><b>Curriculum App:</b> Activities 3–6*</p> <p>* If students complete Activity 2 asynchronously, briefly discuss their responses at the start of this meet-up session.</p>  | <p><b>Instruction:</b> Make sure you've started class so that you can project student poll results in Activity 4 and 6.</p> <p><b>Feedback:</b> If remote students are missing sharing sessions, provide regular written comments that target a place where they are developing an idea using evidence from the text and describe the impact. (e.g., "You do a great job explaining how the creature changed and became exactly what people feared. 'Child I do not intend to hurt you' and 'this death will carry despair to him' show how vengeful the creature became because he didn't even feel bad about killing William.")</p>  |
| <p><b>Lesson 8: The Creature's Request</b></p> <p><b>Reading:</b> Students will prepare for a debate about whether or not Victor should give the creature a mate by writing the opening statement, explanations of key evidence, counterarguments, and closing statement.</p> <p><b>Speaking and Listening:</b> Students will present their argument and evidence clearly, and consider the key evidence of their opponent in presenting a counterargument.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>Vol. II, Ch. 6 (page 114)</li> <li>Vol. II, Ch. 7 (pages 115–119)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>Vol. III, Ch. 1 (pages 122–129)</li> </ul>  |   | <p><b>Curriculum App:</b> Activities 2–5*</p> <p>* Create breakout rooms for student groups in Activity 4. Cycle through the rooms to provide support and address concerns.</p> <p>Make sure you confirm that all students understand the creature's request (Activity 2) before they begin preparing for the debate.</p> | <p><b>Preparation:</b> Students using ELA Anywhere are instructed to select which side of the debate they will argue, or work with the side their teacher has assigned them. If you'd like to choose which side students will argue, make these assignments prior to the lesson.</p> <p><b>Instruction:</b> Many teachers choose to spend two classes on this lesson, completing Activities 2–4 in the first class and Activity 5 in the second class.</p> <p>For the debate in this lesson, students using ELA Anywhere work with a modified argumentative writing activity. If possible, coordinate ways for these students to share their writing with a classmate over the phone. We advise pairing them with a student arguing the opposite side, to capture some of the debate experience of the digital lesson.</p> |

| Lesson Objectives  | Reading  | Writing Prompt  | Meet-up Activities  | Notes  |
|--|--|---|---|--|
| <p><b>Lesson 9: Flex Day 2</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p> | <p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>   | <p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>  |   | <p><b>Preparation:</b> Review your class's comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students' recent writing, including their <b>AWE</b> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> |
| <p><b>Lesson 10: A Broken Promise</b></p> <p><b>Reading:</b> Students will read passages from the scene where Victor works on a second creature and analyze why he changes his mind.</p> <p><b>Writing:</b> Students will write about why Victor destroys the creature's mate.</p>               | <p><b>Gris Grimly's Frankenstein</b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. III, Ch. 1 (pages 122–129)</li> <li>• Vol. III, Ch. 2 (pages 134–139)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Vol. III, Ch. 3 (pages 140–147)</li> </ul> | <p>Why does Victor destroy the mate he was creating right after seeing the creature's face in the window? Include evidence from the text, and be sure to explain what each piece of evidence shows. (You may also use evidence from the illustrations.)</p> | <p><b>Curriculum App:</b> Activities 2–4*</p> <p>* Create breakout rooms for student pairs in Activity 2.</p> |  |

| Lesson Objectives  | Reading  | Writing Prompt   | Meet-up Activities   | Notes   |
|--|--|--|--|---|
| <p><b>Lesson 11: More “murderous machinations”</b></p> <p><b>Reading:</b> Students will read about the deaths of Henry, Elizabeth, and Victor’s father and decide how much sympathy they feel for Victor Frankenstein using evidence from the text.</p>  | <p><b><i>Gris Grimly’s Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. III, Ch. 3 (pages 139–149)</li> <li>• Vol. III, Ch. 4 (pages 150–155)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Vol. III, Ch. 5 (pages 156–161)</li> </ul>          |  | <p><b>Curriculum App:</b> Activities 2–6*</p> <p>* You may choose to have students complete Activities 5 and 6 asynchronously. If you do so, plan to discuss their responses at the start of the next meet-up session.</p> | <p><b>Connections to Other Lessons:</b> Just as in Lessons 3 and 7, students use a sympathy spectrum in this lesson to analyze their responses to the text. But this time, they evaluate their level of sympathy for Victor rather than for the creature.</p>   |
| <p><b>Lesson 12: A Tale of Two Wretches</b></p> <p><b>Reading:</b> Students will compare Victor toward the end of the book with the creature at various moments earlier in the book to discover how similar these characters have become.</p> <p><b>Writing:</b> Students will write about how Victor has changed over the course of the book.</p> | <p><b><i>Gris Grimly’s Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. III, Chs. 5 &amp; 6 (pages 162–168)</li> <li>• Vol. III, Ch. 7 (pages 169–173)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• Vol. III, Ch. 7 (pages 175–180)</li> </ul> | <p>What is a central idea about life or human nature that you think Mary Shelley is trying to communicate in <i>Frankenstein</i>? Write a statement of a theme in <i>Frankenstein</i> and explain how this theme develops over the course of the text.</p> | <p><b>Curriculum App:</b> Activities 2–5*</p> <p>* Create breakout rooms for student pairs in Activity 5.</p>  | <p><b>Preparation:</b> This lesson provides Additional Text Writing Prompts (Activity 9). Review these prompts to determine if the challenge writing will be helpful for any of your students.</p> <p><b>Instruction:</b> This lesson asks students to consider the theme (central idea) Shelley may be developing. Note that students may respond with a range of themes supported by the story.</p> <p><b>Connections to Other Lessons:</b> In the Lesson 12 Solo, students continue reading about Victor’s pursuit, write original captions for some of the images, and answer questions. The reading in the following lesson picks up where this Solo leaves off.</p> |

| Lesson Objectives   | Reading  | Writing Prompt   | Meet-up Activities   | Notes  |
|---|--|--|--|--|
| <p><b>Lesson 13: A Final Farewell</b></p> <p><b>Reading:</b> Students will analyze and paraphrase the creature’s response to Victor’s death.</p> <p><b>Writing:</b> Students will write about what the creature has learned from his experiences among men.</p> | <p><b>Gris Grimly’s <i>Frankenstein</i></b> by Mary Shelley and Gris Grimly</p> <ul style="list-style-type: none"> <li>• Vol. III, Ch. 7 (pages 188–193)</li> </ul> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>• <i>Heroes, Gods, and Monsters of the Greek Myths</i> by Bernard Evslin <ul style="list-style-type: none"> <li>◦ “Prometheus” (1–18)</li> </ul> </li> </ul> | <p>What has the creature learned from his experiences among men?</p> | <p><b>Curriculum App:</b> Activities 2–4*</p> <p>* Create breakout rooms for student groups in Activity 4. Plan time for a productive class discussion of group paraphrases at the end of the breakout session.</p> <p>As students complete their Writing Prompt asynchronously in this lesson, plan time for them to share at the start of your next meet-up.</p> | <p><b>Preparation:</b> Plan how you will group students for Activity 4. Students needing more support should work on Cards 2 and 3. Students needing less support should be assigned to work on Cards 4–6.</p> <p><b>Instruction:</b> Students using ELA Anywhere complete all five paraphrases in Activity 4 and do so independently, not in groups.</p> <p><b>Solo:</b> Students read a new text in this Solo. Preview the text (“Prometheus”) before assigning to students.</p> |

| Lesson Objectives  | Reading   | Writing Prompt | Meet-up Activities   | Notes   |
|--|---|----------------|--|---|
| <p><b>Lesson 14: Sympathy Debate</b></p> <p><b>Reading:</b> Students will prepare for a debate about who deserves our sympathy, Victor or the creature, by writing the opening statement, explanations of key evidence, counterarguments, and closing statement.</p> <p><b>Speaking and Listening:</b> Students will present their argument and evidence clearly, and consider the key evidence of their opponent in presenting a counterargument.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <p><b>Solo</b></p> <ul style="list-style-type: none"> <li>“Frankenstein (1931) A Man-Made Monster in Grand Guignol Film Story” from <i>The New York Times</i></li> </ul> |                | <p><b>Curriculum App:</b> Activities 2–4*</p> <p>* Create breakout rooms for student groups in Activity 3.</p> <p>Students complete Activity 5 asynchronously, but starting the next meet-up session with a discussion of their responses would be a good way to wrap up the study of this text.</p> | <p><b>Instruction:</b> You may choose to complete this debate process across two classes, completing Activities 2 and 3 in the first class and Activities 4 and 5 in the second class.</p> <p>Students using ELA Anywhere are instructed to select which side of the debate they will argue, or work with the side their teacher has assigned them. If you'd like to choose which side students will argue, make these assignments prior to the lesson.</p> <p>For the debate in this lesson, students using ELA Anywhere work with a modified argumentative writing activity. If possible, coordinate ways for these students to share their writing with a classmate over the phone. We advise pairing them with a student arguing the opposite side, to capture some of the debate experience of the digital lesson.</p> <p><b>Solo:</b> Students read a new text in this Solo. Preview the text (a film review of <i>Frankenstein</i> from the 1930s) before assigning to students.</p> |



| Lesson Objectives   | Reading  | Writing Prompt   | Meet-up Activities | Notes  |
|---|--|--|--------------------|--|
| <p><b>Lesson 15: Flex Day 3</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p> | <p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p> | <p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p> |                    | <p><b>Preparation:</b> Review your class's comprehension reports to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students' recent writing, including their <a href="#">AWE</a> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> |

## Sub-unit 2: Write an Essay

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

| Lesson Objectives  | Reading   | Writing Prompt                           | Meet-up Activities  | Notes  |
|--|---|--|---|--|
| <p><b>Lesson 1: Make an Outline</b></p> <p><b>Reading:</b> Students will consider possible evidence, decide what they ultimately want to argue, and develop an outline for their essays.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <p><i>Frankenstein, 1818 Edition</i> by Mary Shelley</p> | <p>Is Frankenstein's creature human?</p> | <p><b>Curriculum App:</b> Activities 2–4*</p> <p>* Create a Google doc or Zoom whiteboard with the T-chart from Activity 2. Add student ideas during discussion. You may want to make this chart available for student reference throughout this sub-unit.</p> <p>If students complete Activity 4 in pairs, create breakout rooms for them to meet.</p> <p>As students work through the outline in Activity 4, offer conferences in a breakout room to address any questions or concerns.</p> | <p><b>Preparation:</b> Preview the essay lessons in this sub-unit to better address any questions about how gathered evidence and the outline will be used in later lessons.</p> <p><b>Differentiation:</b> Distribute the Essay Sentence starters and Essay Graphic Organizer PDFs to students who may benefit, particularly students working with print or ELA Anywhere.</p> <p><b>Instruction:</b> We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they've completed all steps.</p> <p>If students are overwhelmed by the number of quotes provided in Activity 4, Card 1, direct them to focus on the first 3 and the last 3 quotations.</p> <p>Note that although the quote evaluation activity (Activity 4, Card 1) is meant to help students find rich evidence without having to flip through the book, students will be required to revisit the context for any quotes they choose to analyze in the following lessons.</p> <p><b>Solos:</b> Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p> |

| Lesson Objectives  | Reading   | Writing Prompt   | Meet-up Activities  | Notes  |
|--|---|--|---|--|
| <p><b>Lesson 2: Draft Paragraph 1</b></p> <p><b>Writing:</b> Students will write a claim about whether they think the creature is or is not human and will draft a first paragraph citing and explaining evidence from the text that supports their claim.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <p><i>Frankenstein, 1818 Edition</i> by Mary Shelley</p> | <p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p> | <p><b>Curriculum App:</b> Activities 3–6*</p> <p>* During discussion in Activity 4, have a Google doc or Zoom whiteboard available to record student claims.</p> <p>Create a breakout room to meet with students individually or in small groups as they work through Activities 5 and 6. Answer questions and evaluate student understanding before having students work independently to complete the first essay paragraph.</p> <p>Before ending the meet-up session, remind students that Activities 9 and 10 are optional, but students should plan to complete Activity 11 (writing a concluding sentence).</p> | <p><b>Preparation:</b> Review student writing to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice.</p> <p><b>Instruction:</b> If students feel overwhelmed at the number of Writing activities in this lesson, explain that Activities 7 and 8 repeat the requirements of Activities 5 and 6 (but with different evidence), and that Activities 9 and 10 are optional.</p> <p><b>Solos:</b> Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p> |

| Lesson Objectives   | Reading   | Writing Prompt   | Meet-up Activities  | Notes  |
|---|---|--|---|--|
| <p><b>Lesson 3: Draft Paragraph 2</b></p> <p><b>Writing:</b> Students will draft a second body paragraph, arguing against the position they took in their first paragraph. They will use evidence from the text in support of their argument.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <p><i>Frankenstein, 1818 Edition</i> by Mary Shelley</p> | <p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p> | <p><b>Curriculum App:</b> Activities 3–6*</p> <p>* As students work independently in Activities 4–6, meet with individual students or small groups in breakout rooms to address any questions and assess student understanding and progress. If students seem comfortable, you may opt to end the meet-up session and have students asynchronously complete any remaining activities.</p> <p>Before ending the meet-up session, remind students that Activities 9 and 10 are optional but Activity 11 is not.</p> | <p><b>Preparation:</b> Review student writing to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice.</p> |

| Lesson Objectives   | Reading   | Writing Prompt   | Meet-up Activities   | Notes  |
|---|---|--|--|--|
| <p><b>Lesson 4: Draft Paragraph 3</b></p> <p><b>Writing:</b> Students will write a counterargument and rebuttal evidence resolving the contradiction posed in their first 2 paragraphs.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <p><i>Frankenstein, 1818 Edition</i> by Mary Shelley</p> | <p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p> | <p><b>Curriculum App:</b> Activities 4–6*</p> <p>* During discussion in Activity 4, have a Google doc or Zoom whiteboard available to record student counterclaims.</p> <p>As students work independently in Activities 5 and 6, meet with individual students or small groups in breakout rooms to address any questions and assess student understanding and progress.</p> <p>Remind students before the end of the meet-up session that, though Activities 7 and 8 are optional, they should complete Activity 9.</p> | <p><b>Preparation:</b> Review the Preparation section of your digital Lesson Brief for details on marking student writing for more targeted revision and providing Spotlights.</p> <p><b>Instruction:</b> Most students will develop one piece of evidence to rebut the counterargument (Activities 5 and 6). When they complete these activities, have students move directly to Activity 9. A few students may be prepared to develop a second piece of rebuttal evidence; these students complete Activities 7 and 8.</p> |

| Lesson Objectives   | Reading   | Writing Prompt   | Meet-up Activities  | Notes  |
|---|---|--|---|--|
| <p><b>Lesson 5: Review and Revise</b></p> <p><b>Revision:</b> Students will revise the claims they made in their paragraphs and add transitions to improve flow. Students will then edit for spelling, punctuation, grammar, and citations.</p> | <p><i>Gris Grimly's Frankenstein</i> by Mary Shelley and Gris Grimly</p> <p><i>Frankenstein, 1818 Edition</i> by Mary Shelley</p> | <p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p> | <p><b>Curriculum App:</b> Activities 4–7*</p> <p>* Create breakout rooms for student pairs in Activities 4 and 5. Move through rooms to address questions and concerns.</p> <p>If there is not time to share during this meet-up session, plan to provide a sharing opportunity at the start of the next meet-up session.</p> | <p><b>Preparation:</b> Preview Activity 6 to determine whether there are other copyediting priorities you'd like to include, then communicate them to your students.</p> <p><b>Feedback:</b> Find a way to celebrate your students' accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.</p> <p>Locate the Essay Rubric in Materials to assess student essays.</p> |

## Sub-unit 3: Poetical Science

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

| Lesson Objectives  | Reading   | Writing Prompt   | Meet-up Activities  | Notes  |
|--|---|--|---|--|
| <p><b>Lesson 1: “The Tables Turned”</b></p> <p><b>Reading:</b> Students will analyze the ideas conveyed in Wordsworth’s “The Tables Turned” and apply them to <i>Frankenstein</i>.</p> <p><b>Writing:</b> Students will write to explain what the speaker in Wordsworth’s poem would say to Victor Frankenstein.</p> | <p>“The Tables Turned” by William Wordsworth</p> <p><i>Gris Grimly’s Frankenstein</i> by Mary Shelley and Gris Grimly</p> | <p>What would the speaker in Wordsworth’s poem say to Victor Frankenstein? Use textual evidence from the poem and from one of the <i>Frankenstein</i> passages in your answer.</p> | <p><b>Curriculum App:</b> Activities 2–4*</p> <p>* Create breakout rooms for student pairs during Activities 2 and 4.</p> | <p><b>Accessibility:</b> Remind students with devices that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p><b>Differentiation:</b> Review your reading comprehension reports to consider which students may benefit from added supports, particularly during Solo reading.</p> <p>Preview the Additional Text Writing Prompt (Activity 8) to determine whether to assign it to students who may be ready for an additional challenge.</p> <p><b>Solo:</b> This lesson’s Solo uses a text that is not printed in the ELA Grade 8 Anthology. You may instruct students using ELA Anywhere to skip this Solo if they do not have access to devices for offline reading.</p> <p><b>Connections to Other Lessons:</b> In Lesson 5 of Sub-unit 3, students analyze another poem through the eyes of the characters they’ve learned about throughout the sub-unit. The speaker in “The Tables Turned” is one of their options.</p> |

| Lesson Objectives   | Reading   | Writing Prompt   | Meet-up Activities  | Notes  |
|---|---|--|---|--|
| <p><b>Lesson 2: Byron and Looms</b></p> <p><b>Reading:</b> Students will closely read the first 3 paragraphs of Lord Byron’s 1812 speech to Parliament to discover to whom he’s talking and what prompted him to speak up. Students will explore his use of verbal irony and analyze which side he sounds most sympathetic toward.</p> <p><b>Writing:</b> Students will stake a claim about Byron’s attitude toward technological innovation and support their claim with evidence from his speech.</p> | <p>“<b>Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812</b>” by Lord Byron (2–5)</p> | <p>Based on Byron’s observations about the impact of the new looms on the mill workers and owners, would you expect Byron to argue that technological innovations (like the new looms) are good or bad for mankind? Substantiate your claim with evidence from Byron’s address to the House of Lords. You can access Excerpt 2 using the arrow below the text.</p> | <p><b>Curriculum App:</b> Activities 2, 3, &amp; 6*</p> <p>* The Wrap-Up discussion in Activity 6 (in which students connect Mary Shelley’s writing to the Industrial Revolution), can be completed in the meet-up session <i>before</i> you release students to complete the writing in Activity 4 asynchronously.</p> | <p><b>Preparation:</b> Review Activity 2 to decide whether you may need to present some of the background information (revealed on Card 4) earlier in the activity to facilitate student comprehension.</p> <p><b>Differentiation:</b> Preview the Additional Text Writing Prompt (Activity 8) to determine whether to assign it to students who may be ready for an additional challenge.</p> <p><b>Instruction:</b> In Activity 3, students may need some everyday examples to grasp the concept of verbal irony. Ask them if they have ever heard people say, “Well, that’s just great,” when something bad happens—for example, when they have just missed the bus or train, or they discover they’re locked out of the house, or the store they need to go to is closed.</p> <p>Students using ELA Anywhere work with a simplified version of this lesson’s Writing Prompt that substitutes “support” for the more advanced word “substantiate.”</p> <p><b>Solo:</b> This lesson’s Solo uses a text that is not printed in the ELA Grade 8 Anthology. You may instruct students using ELA Anywhere to skip this Solo if they do not have access to devices for offline reading.</p> |



| Lesson Objectives  | Reading   | Writing Prompt | Meet-up Activities  | Notes  |
|--|---|----------------|---|--|
| <p><b>Lesson 3: Poetical Science</b></p> <p><b>Reading:</b> Students will read about Ada Lovelace’s background and evaluate her mother’s belief that an immersion in mathematics can be the antidote for “poetic imagination.”</p> | <p><b>Excerpts from “Ada, Countess of Lovelace”</b><br/>(from <i>The Innovators</i> by Walter Isaacson)</p> <ul style="list-style-type: none"> <li>• Excerpt #1: Introducing Ada (1 &amp; 2)</li> <li>• Excerpt #2: Ada’s Parents (1–14)</li> <li>• Excerpt #3: The Beauty of Mathematics (1–7)</li> </ul>  |                | <p><b>Curriculum App:</b><br/>Activities 2–5*</p> <p>* You may choose to end this meet-up session after Activity 3. If you do so, instruct students to complete Activity 4 asynchronously. You’ll then begin your next meet-up session with the Wrap-Up poll in Activity 5, using the results to review and discuss what students learned about Ada’s early influences.</p> | <p><b>Instruction:</b> Make sure you’ve started class to ensure that you’ll be able to display the results of the two polls.</p>   |
| <p><b>Lesson 4: Lovelace’s Insights</b></p> <p><b>Reading:</b> Students will read about Ada Lovelace’s work and analyze the significance of her contributions to computer science.</p>   | <p><b>Excerpts from “Ada, Countess of Lovelace”</b><br/>(from <i>The Innovators</i> by Walter Isaacson)</p> <ul style="list-style-type: none"> <li>• Excerpt #4: Babbage and His Difference Engine (1–4)</li> <li>• Excerpt #5: The Analytical Engine (1)</li> <li>• Excerpt #6: Notes by the Translator (1–3)</li> <li>• Excerpt #7: The Punch Card Innovation (1–3)</li> <li>• Excerpt #8: Ada’s Insight (1–3)</li> <li>• Excerpt #9: The Digital Future (1–3)</li> <li>• Excerpt #10: Lady Lovelace’s Objection (1 &amp; 2)</li> </ul> |                | <p><b>Curriculum App:</b><br/>Activities 2–4*</p> <p>* Be prepared to play audio during each activity.</p>  | <p><b>Differentiation:</b> Review the Differentiation section of your digital Lesson Brief for tips on how to support students struggling to follow the technical aspects of this lesson’s readings.</p> |

| Lesson Objectives  | Reading   | Writing Prompt   | Meet-up Activities   | Notes   |
|--|---|--|--|---|
| <p><b>Lesson 5: Man and Machines</b></p> <p><b>Reading:</b> Students will analyze the language and imagery in a poem by Richard Brautigan.</p> <p><b>Writing:</b> Students will write about what Lovelace, Byron, or the speaker in Wordsworth’s poem would think about the world described in Brautigan’s poem.</p> | <p>“All Watched Over by Machines of Loving Grace” by Richard Brautigan</p> <p>“The Tables Turned” by William Wordsworth</p> <p>“Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812” by Lord Byron (2–5)</p> <p>Excerpts from “Ada, Countess of Lovelace” (from <i>The Innovators</i> by Walter Isaacson)</p> | <p>In his poem, Brautigan imagines a world where humans “are free of our labors / and joined back to nature” (20, 21) while being “watched over / by machines of loving grace” (24, 25).</p> <p>What would Ada Lovelace, Lord Byron, or the speaker in Wordsworth’s poem (choose two) say about the world Brautigan imagines? Use textual evidence from Brautigan’s poem and from two other passages in your answer.</p> | <p><b>Curriculum App:</b> Activities 2 &amp; 3*</p> <p>* Create breakout rooms for student pairs in Activities 2 and 3.</p> <p>Consider pasting the text from Activity 3 into a shared Google doc or Zoom whiteboard space, then highlighting and annotating it during your meet-up session.</p> | <p><b>Preparation:</b> Preview the Writing Prompt (Activity 4) to determine whether you want to allow students to consider how Mary Shelley would respond to Richard Brautigan’s vision.</p> <p><b>Instruction:</b> Before beginning the Writing Prompt in Activity 4, it may be useful to have one student in each pair locate the texts from previous lessons to reference in their responses. These locations are:</p> <ul style="list-style-type: none"> <li>• “The Tables Turned” in Lesson 1</li> <li>• “Debate on the Frame-Work Bill, in the House of Lords, February 27, 1812” in Lesson 2</li> <li>• <b>Ada Lovelace, multiple texts</b>, in Lessons 3 and 4</li> </ul>   |
| <p><b>Lesson 6: Flex Day 4</b></p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>                     | <p><b>Teacher choice:</b> Activities to support a range of skills, determined by student need.</p>  | <p><b>Teacher choice:</b> Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>   |  | <p><b>Preparation:</b> Review your class’s comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students’ recent writing, including their <a href="#">AWE</a> scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p><b>Instruction:</b> Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> |