

Willodeen

NOVEL STUDY SAMPLE



TABLE OF CONTENTS

Resource	Page
Pacing Guide & Lesson Plan for Reading 1 *	5-7
Instructional Lesson Guide *	PPT
Implementation Notes	8-9
Reading Chapter Groupings	10
Reading Response 1.A: Chapters 1-4	11-12
Reading Response 1.B: Chapters 1-4	13-14
Close Reading 1.A: Chapters 1-4 – Point of View	15-17
Close Reading 1.B: Chapters 1-4 – Story Elements	18
Ecosystem Guided Notes 1: Intro to Ecosystems PPT 1	19-22
1 Ecosystems – Intro to Ecosystems	PPT & Slides
Vocabulary: Crossword Puzzle Set 1	23
5 Build Credibility: Research & Sources *	24-25
Assessment: Reading Check 1 – Exit Ticket Form	26
Google Slides™ & Google Form™ Digital Links	27
Thank You & Terms of Use	28-29

* Please Note: Instructional materials and opinion and writing resources are novel study bonus resources.

Pacing Guide

The following pacing guide outlines a suggested schedule of lessons, readings, and activities in order to complete a 5-WEEK study of *Willodeen*. The pacing guide may need to be adjusted to meet the rhythm of your classroom and needs of your students. Please note: Some resources provided in the unit are not included in the Pacing Guide or lessons. They are additional resources for use if time permits.

<p>Day 1</p> <ol style="list-style-type: none"> 1. Ecosystem Activity 1: What Would You Do? Conservation Scenario 2. Informational Text 1: What is an Ecosystem? 3. Writing/Speech (W/S) 1 Introduction to Opinion Writing 	<p>Day 2</p> <ol style="list-style-type: none"> 1. Informational Text 2: Energy of Ecosystems 2. Ecosystem Activity 2: What If _____ Disappeared? 3. W/S 2 Introduction to Public Speaking: The Bus Stop 	<p>Day 3</p> <ol style="list-style-type: none"> 1. Vocabulary: Introduce Set 1 2. Informational Text 3: A Balancing Act 3. Ecosystem Activity 2: What If _____ Disappeared? 4. W/S 3 Choosing a Topic
<p>Day 4</p> <ol style="list-style-type: none"> 1. Vocabulary: Crossword Puzzle 1 2. Ecosystem Activity 2: What If _____ Disappeared? - Presentations 3. Informational Text 4: Greta Thunberg 4. W/S 4 Elements of an Effective Speech: Greta Thunberg Speech Analysis 	<p>Day 5</p> <ol style="list-style-type: none"> 1. Vocabulary: Practice 1 2. Novel Reading 1: Chapters 1-4 3. Reading Response Chapters 1-4 (A and/or B) 4. Close Reading 1 Chapters 1-4: POV or Story Elements 5. 1 Ecosystems: Intro to Ecosystems PPT & Guided Notes 6. W/S 5 Build Credibility: Research & Sources 	<p>Day 6</p> <ol style="list-style-type: none"> 1. Vocabulary: Check 1 2. Novel Reading 2: Chapters 5-8 3. Reading Response 2 Chapters 5-8 (A and/or B) 4. Close Reading 2 Chapters 5-8: Character or Conflict 5. 2 Ecosystems: Deserts PPT & Guided Notes 6. W/S 6 Grabbing the Reader's Attention: Introductions
<p>Day 7</p> <ol style="list-style-type: none"> 1. Vocabulary: Introduce Set 2 2. Novel Reading 3: Chapters 9-11 3. Reading Response 3 Chapters 9-11 (A and/or B) 4. Close Reading 3 Chapters 9-11: Setting or Flashback 5. Informational Text 5: Human Disturbances 6. W/S 7 Connecting with the Audience: Group Juggle 	<p>Day 8</p> <ol style="list-style-type: none"> 1. Vocabulary: Crossword Puzzle 2 2. Novel Reading 4: Chapters 12-13 3. Reading Response 4 Chapters 12-13 (A and/or B) 4. Close Reading 4 Chapters 12-13: Symbol or Tone & Mood 5. 3 Ecosystems: Grasslands PPT & Guided Notes 6. W/S 8 Make a Point: Thesis Statements 	<p>Day 9</p> <ol style="list-style-type: none"> 1. Vocabulary: Practice 2 2. Novel Reading 5: Chapters 14-16 3. Reading Response 5 Chapters 14-16 (A and/or B) 4. Close Reading 5 Chapters 14-16: POV or Theme 5. Informational Text 6: The Aral Sea 6. W/S 9 Set the Tone: Emphasize <i>This</i>
<p>Day 10</p> <ol style="list-style-type: none"> 1. Vocabulary: Check 2 2. Novel Reading 6: Chapters 17-19 3. Reading Response 6 Chapters 17-19 (A and/or B) 4. Close Reading 6 Chapters 17-19: Conflict or Cause & Effect 5. 4 Ecosystems: Forests PPT & Guided Notes 6. W/S 10 Writing the Introduction 	<p>Day 11</p> <ol style="list-style-type: none"> 1. Vocabulary: Introduce Set 3 2. Novel Reading 7: Chapters 20-22 3. Reading Response 7 Chapters 20-22 (A and/or B) 4. Close Reading 7 Chapters 20-22: Story Structure or Plot 5. Informational Text 7: The Monarch Butterfly 6. W/S 11 Rhetorical Appeals: This Is Not a _____ 	<p>Day 12</p> <ol style="list-style-type: none"> 1. Vocabulary: Crossword Puzzle 3 2. Novel Reading 8: Chapters 23-25 3. Reading Response 8 Chapters 23-25 (A and/or B) 4. Close Reading 8 Chapters 23-25: Character or Tone & Mood 5. 5 Ecosystems: Tundras PPT & Guided Notes 6. W/S 12 Give a Reason: Body Paragraphs

*Option: Implement pull-out groups, small groups, and/or rotation model with reading and activity resources.

<p>Day 13</p> <ol style="list-style-type: none"> Vocabulary: Practice 3 Novel Reading 9: Chapters 26-27 Reading Response 9 Chapters 26-27 (A and/or B) Close Reading 9 Chapters 26-27: Theme or Figurative Lang. Informational Text 8: The Amazon Rainforest W/S 13 Writing the Body Paragraph 	<p>Day 14</p> <ol style="list-style-type: none"> Vocabulary: Check 3 Novel Reading 10: Chapters 28-29 Reading Response 10 Chapters 28-29 (A and/or B) Close Reading 10 Chapters 28-29: Symbol or POV 6 Ecosystems: Freshwater PPT & Guided Notes W/S 14 Speak Clearly: Tongue Twisters 	<p>Day 15</p> <ol style="list-style-type: none"> Vocabulary: Introduce Set 4 Novel Reading 11: Chapters 30-32 Reading Response 11 Chapters 30-32 (A and/or B) Close Reading 11 Chapters 30-32: Inference or Quote Analysis Informational Text 9: The Gray Wolf W/S 15 Leave an Impression: Conclusions
<p>Day 16</p> <ol style="list-style-type: none"> Vocabulary: Crossword Puzzle 4 Novel Reading 12: Chapters 33-36 Reading Response 12 Chapters 33-36 (A and/or B) Close Reading 12 Chapters 33-36: Conflict/Suspense or Suspense 7 Ecosystems: Marine PPT & Guided Notes W/S 16 Writing the Conclusion 	<p>Day 17</p> <ol style="list-style-type: none"> Vocabulary: Practice 4 Novel Reading 13: Chapters 37-40 Reading Response 13 Chapters 37-40 (A and/or B) Close Reading 13 Chapters 37-40: Comp/Contrast or Theme Informational Text 10: The Pacific Ocean W/S 17 Encourage Action: Create a Commercial 	<p>Day 18</p> <ol style="list-style-type: none"> Vocabulary: Check 4 Novel Reading 14: Chapter 41 Reading Response 14 Chapter 41 (A and/or B) Close Reading 14 Chapter 41: Author's Purpose or Setting Ecosystem Activity 3: Interview a Screecher W/S Final Opinion Essay & Speech – revisions and practice
<p>Day 19</p> <ol style="list-style-type: none"> Novel Analysis Assignments 1-4 W/S Final Opinion Essay & Speech – revisions and practice Ecosystem Activity 3: Interview a Screecher Endangered Species Final Project <p>* Activities can be completed as part of a rotation model, in groups, or individually. Feel free to pick and choose the resources that work best for classroom context.</p>	<p>Day 20</p> <ol style="list-style-type: none"> Novel Analysis Assignments 1-4 W/S Final Opinion Essay & Speech – revisions and practice Ecosystem Activity 3: Interview a Screecher Endangered Species Final Project <p>* Activities can be completed as part of a rotation model, in groups, or individually. Feel free to pick and choose the resources that work best for classroom context.</p>	<p>Day 21</p> <ol style="list-style-type: none"> Novel Analysis Assignments 1-4 W/S Final Opinion Essay & Speech – revisions and practice Endangered Species Final Project <p>* Activities can be completed as part of a rotation model, in groups, or individually. Feel free to pick and choose the resources that work best for classroom context.</p>
<p>Day 22</p> <ol style="list-style-type: none"> Novel Analysis Assignments 1-4 W/S Final Opinion Essay & Speech – revisions and practice Endangered Species Final Project <p>* Activities can be completed as part of a rotation model, in groups, or individually. Feel free to pick and choose the resources that work best for classroom context.</p>	<p>Day 23</p> <ol style="list-style-type: none"> Novel Analysis Assignments 1-4 W/S Final Opinion Essay & Speech – Presentations Endangered Species Final Project <p>* Activities can be completed as part of a rotation model, in groups, or individually. Feel free to pick and choose the resources that work best for classroom context.</p>	<p>Day 24</p> <ol style="list-style-type: none"> Final Opinion Speech Presentations Final Endangered Species Commercial Presentations (Please note: more time may be needed to create commercials. Feel free to extend project for a few more days after final exam.)
<p>Day 25</p> <ol style="list-style-type: none"> Final Novel Assessment Unit Reflection Endangered Species Project Reflection <p>PLEASE NOTE: If additional time is needed for projects, extend the unit to meet the needs of your students! In that case, consider giving the final novel assessment prior to the start of the project so the story is still fresh in students' minds.</p>		

Day 5
Willodeen Reading 1 | Ecosystems Study | Opinion Writing & Speech

Essential Question(s)	
<ul style="list-style-type: none"> What is the point of view of the text? How does the point of view influence the reader's understanding of the text? OR What story elements can you identify in the beginning of the novel? What components make up an ecosystem? How do those components interact? What does a "credible source" mean? How do I know what a credible source is? 	
Essential Standard(s) Covered	
<ul style="list-style-type: none"> RL.5.6 – Describe how a narrator's or speaker's point of view influences how events are described OR RL.5.1 – Quote accurately from a text when explaining what the text says explicitly RST.6.2 – Determine the central ideas or conclusions of a text; provide an accurate summary of a text W.5.8 – Summarize or paraphrase information in notes and finished work, and provide a list of sources 	
Lesson Overview	
Bell Ringer	<ul style="list-style-type: none"> Curious Questions – Write 2 or more questions you have about yesterday's class, lesson, readings, etc. What questions do you still have and want answered?
Vocabulary	<ul style="list-style-type: none"> Complete vocabulary practice 1
Literary Notes	<ul style="list-style-type: none"> Point of view notes – feel free to extend into a mini-lesson on point of view if needed
Reading	<ul style="list-style-type: none"> Read Chapters 1-4 – reading can be aloud, in groups, or independently
Reading Analysis	<ul style="list-style-type: none"> Reading Response 1 A and/or B Chapters 1-4, Close Reading 1: Point of View or Story Elements
Ecosystem Activity	<ul style="list-style-type: none"> 1 Ecosystems: Intro to Ecosystems PowerPoint & Guided Notes – view the presentation and complete notes
Writing / Speech Activity	<ul style="list-style-type: none"> 5 Build Credibility: Research & Sources – students complete research for their topic, noting their sources
Option: Facilitate a discussion with students about the connection between the ecosystem resources and the novel. How do they connect? How does the ecosystem work help you better understand the story?	
Resources Needed	
<ul style="list-style-type: none"> Novel: <i>Willodeen</i> Vocabulary: Practice 1 (Vocabulary Resources) Reading Response 1 A and/or B Chapters 1-4 (Chapter Questions Resources) Close Reading 1: Point of View or Story Elements (Close Readings Resources) 1 Ecosystems: Intro to Ecosystems PPT and Guided Notes (Ecosystem Nonfiction Resources) W/S Lesson 5: Build Credibility: Research & Sources (Opinion Writing & Speech Resources) Exit Ticket Form (Assessment Resources) 	
Homework	
<ul style="list-style-type: none"> Novel Reading 2 – Chapters 5-8 (<i>Optional</i>) 	
Assessment	
<ul style="list-style-type: none"> Exit Ticket – What is the point of view of the novel? 	

Implementation Notes

The following are suggestions for implementation and use for materials provided in the novel study sample. Please note: all resources have answer keys (where applicable); however, they are not provided here since the materials can be accessed by anyone.

- **Reading Response A: Comprehension**

- Depending on the grade and level of your students, use the assignment in the following ways:
 - Whole group mini-lessons
 - Small group pull-out lesson/instruction
 - Rotation model – independent center or small group work
 - Independent review post-reading
 - Homework
- The assignment provide an excellent opportunity to engage in close reading while having students practice comprehension skills.
- The assignment can also be used as a homework assignment to prepare students for the next class. Students can read and complete the comprehension guide at home, and then engage with the literary analysis assignment in class.
- Feel free to complete some of the questions as a class then release more responsibility to the students for the rest.

- **Reading Response B: Analysis**

- Depending on the grade and level of your students, use the assignments in the following ways:
 - Whole group mini-lessons
 - Small group pull-out lesson/instruction
 - Rotation model – independent center or small group work
 - Independent review post-reading
 - Homework
- The assignment provide an excellent opportunity to *deeply* engage with the reading while having students practice essential literary skills.
- Feel free to complete some of the assignment as a class then release more responsibility to the students for the rest.
- If you are short on time, consider selecting a couple of questions and use as a springboard for discussion.
- **Critical Connections Section:** In this graphic organizer, students will identify environmental references, events, or descriptions. Then, they will generate questions about these references. The exercise can serve as a way for students to ask clarifying questions, spark a discussion about this topic and the author's presentation inclusion of this theme, or become a student-generated research project at the end of a unit of study. Use the section in a way that suits the needs of your learners!

Implementation Notes

- **Fiction Close Reading Assignments**

- Depending on the grade and level of your students, use the assignments in the following ways:
 - Whole group mini-lessons
 - Small group pull-out lesson/instruction
 - Rotation model – independent center or small group work
 - Independent review post-reading
 - Homework
- Due to the richness of the text, all readings include two different close readings. Select the literary skill students may benefit the most from additional practice and assign the close reading accordingly. These “extra” assignments can also be used for early finishers.

- **Ecosystem PowerPoint Presentation:** The PowerPoint presentation is particularly well-suited for rotations or centers, but it could be utilized in any model. It offers structure to whole group instruction, work assigned individually or in pairs, guided groups and pull-outs, or other formats. The goal is for it to be adaptable to the needs of your classroom while always offering plenty of material to keep students engaged, whether they are working independently, in groups, or directly with you.

- **Ecosystem Guided Notes:** The guided notes can be used with the slide deck to synthesize material across texts. They can also be used as an extension of whole class or small group time, utilizing charts to help students visualize the connection between the information in the nonfiction resources.

- **Comprehension Reading Check**

- Homework check – Use the mini-quiz to assess whether students read the assigned pages and their understanding of the material.
- Comprehension check – Use the mini-quiz to assess whether students paid attention during shared reading, guided reading, or a read aloud.

Reading Chapter Groupings

Assignment	Chapters	Pages
1	1-4	1-15
2	5-8	16-38
3	9-11	39-58
4	12-13	59-73
5	14-16	74-90
6	17-19	91-109
7	20-22	110-130
8	23-25	131-150
9	26-27	151-164
10	28-29	165-187
11	30-32	188-206
12	33-36	207-226
13	37-40	227-243
14	41	244-260

Name: _____

1. What is the Part One introduction mostly about? What do you think this creature is? How does the creature come to life? Support with key details from the text.

2. What does the narrator admit to loving in Chapter One? What does the narrator want the reader to remember in Chapter One? Why might these two details be important? Support with evidence from the text.

3. What is a screecher? Why do many people not like them? Why does Willodeen love them? Support with textual evidence.

4. Summarize Willodeen's memory to seeing screechers for the first time. What happened? What rumors about screechers does Willodeen's father share? Support with textual evidence.

5. Describe the conflict between screechers and the village people. How are the villagers trying to resolve this conflict? Support with evidence from the text.

6. Willodeen’s father states, “Nature...knows more than we do, and she probably always will.” (11) What do you think he means? Explain and support with evidence from the text.

7. What happens to Willodeen’s family during the Great September Fire? What happens to Willodeen? Support with textual evidence.

8. Why does Willodeen believe nature is mad at her village? How does nature make her feel now? Support with details from the text.

VISUALIZE THE TEXT

Directions: Identify an example of figurative language or imagery from the reading that helps you visualize the text. In the space below, draw the image the figurative language or imagery creates. Include the quote and page number.

Quiz:

Name: _____

1. How is the Part One introduction different from the other chapters? How is the point of view different? Why might the author include this introductory chapter? Support with key details from the text.

2. What does the narrator want the reader to remember in Chapter One? Why might the narrator want the reader to remember this concept? Support with evidence from the text.

3. Why do many villagers dislike screechers? Why does Willodeen love them? What does her love for them reveal about her character? How might her love for screechers affect *your* perspective of them?

4. Analyze Willodeen's memory to her first screecher sighting. What does this flashback reveal about these creatures and their relationship with the human world? Support with details.

5. How do the screechers' conflict with villagers affect Willodeen? How does it make her feel about screechers? How does it influence her feelings about other villagers? Support with evidence from the text.

6. Willodeen’s father states, “Nature...knows more than we do, and she probably always will.” (11) What is the deeper meaning of this statement? How does this statement connect with the one thing the narrator wants readers to remember in Chapter One? Support with evidence from the text.

7. Describe the relationship between many of the villagers and nature. How is this relationship with nature different for Willodeen and her father? Support with textual evidence.

8. How does the Great September Fire affect Willodeen and her family? What other nature conflicts affect the village over the years? How does the fire tragedy and years of natural disasters influence Willodeen’s perspective about nature? Support with details from the text.

CRITICAL QUESTIONS

Directions: Based on this reading, identify a reference, description, or statement about nature or the environment that makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this topic?

Textual Evidence	Questions

Quiz:

Name: _____

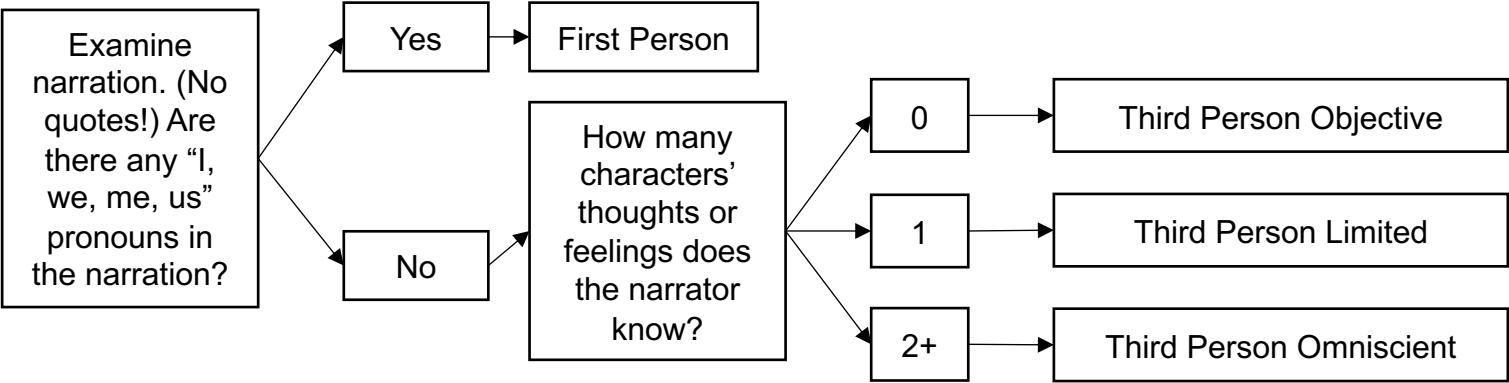
Point of View

- _____ = The perspective from which the story is told.
- _____ = The character or person that tells the story.

	First Person	Third Person Objective	Third Person Limited	Third Person Omniscient
Nickname	_____ Perspective	_____ Perspective	_____ Perspective	_____ Perspective
Narrator	_____ Character	_____ Storyteller exists of narrative	_____ Storyteller exists of narrative	_____ Storyteller exists of narrative
Pronouns in Narration	I, we, me, us, our	He, she, they, them, him, her	He, she, they, them, him, her	He, she, they, them, him, her
Insight Into Character Thoughts & Feelings	Main character narrates _____ thoughts and feelings	The narrator describes events and actions but _____ characters' thoughts and feelings, just like a camera captures a story.	The narrator describes the thoughts and feelings of _____ character in the narration.	The narrator describes _____ characters' thoughts and feelings and details of the past, present, and even future all at once.
Example	Narration: I went to the store.	Narration: She went to the store.	Narration: She went to the store, and she was angry with her mother.	Narration: She went to the store with her brothers, and they were all so angry with their mother.

Directions: The point of view in the first chapters of *Willodeen* changes. First, identify the point of view of each chapter. Use the flow chart below to help you identify the correct perspective. Complete the graphic organizer as you determine each chapter's point of view.

Flowchart of Steps to Identify the Point of View of a Text



Part One (Introduction)	What is the point of view of the chapter?	Who is the narrator?	How do you know? Provide evidence to support.
Chapter One	What is the point of view of the chapter?	Who is the narrator?	How do you know? Provide evidence to support.
Chapter Two	What is the point of view of the chapter?	Who is the narrator?	How do you know? Provide evidence to support.
Chapter Three	What is the point of view of the chapter?	Who is the narrator?	How do you know? Provide evidence to support.
Chapter Four	What is the point of view of the chapter?	Who is the narrator?	How do you know? Provide evidence to support.

Point of View Analysis

Directions: Throughout the Part One introduction and first chapters, the author changes the perspective of the story. Let's analyze the narrator/perspective of each one to make sense of who is telling the story, when they are telling it, and determine a deeper meaning or purpose behind the author's writing style. Complete the organizer and timeline below.

Part One (Introduction)	Whose perspective does the narrator describe?	When does the narrator tell the story? (Think past, present, or future)
Chapter One	Whose perspective does the narrator describe?	When does the narrator tell the story? (Think past, present, or future)
Chapter Two	Whose perspective does the narrator describe?	When does the narrator tell the story? (Think past, present, or future)
Chapter Three/Four	Whose perspective does the narrator describe?	When does the narrator tell the story? (Think past, present, or future)

Directions: Create a timeline of the Part One Introduction, Chapter One, Chapter Two, and Chapter Three perspectives. When is the story being told? Who is telling the story?

_____→

1. How does the Part One Introduction and perspective fit into the overall timeline of the story? Why might the author include this introductory section? Support with textual evidence.

Elements of a Story

Directions: The beginning of the novel contains *many* different elements that may leave readers wondering – who, what, where, when, huh? Let's reread the first chapters to get a better sense of these elements and to understand the start of this great novel. Fill in the graphic organizer below.

Element	Details
Characters	What characters are we introduced to in the first chapters? Write their names and a brief description of who they are.
Settings	Where and when does the novel take place? Describe the settings of the novel and a brief description of them.
Conflicts	What conflicts do the characters face? Briefly describe problems characters encounter.
Point of View	What point of view does the author use? Who tells the story? Describe them all below.

INTRO TO ECOSYSTEMS

Name: _____

As you learn from the “Introduction to Ecosystems” PowerPoint, complete the guided notes, tasks, and prompts below.

BIOME, ECOSYSTEM & HABITAT

Directions: Define the key terms below

Biome	<p>1. A community of _____ and _____ things in a region</p> <p>2. Grouped by _____, _____, and _____</p>
Ecosystem	<p>1. _____ between living and nonliving things in a particular environment</p> <p>2. Defined by the flow of _____ and _____ in the system</p>
Habitat	<p>1. _____ of a living thing – animal, plant, or other organism</p>

Think about it! →

What is the key difference between a biome, an ecosystem, and a habitat?



MAKE A CONNECTION

Describe the biome and ecosystem in which you live.

Biome Description

Ecosystem Description

BIOTIC VS. ABIOTIC

Describe biotic factors and abiotic factors in the table.

What are biotic factors?

Definition: _____ that shape an ecosystem

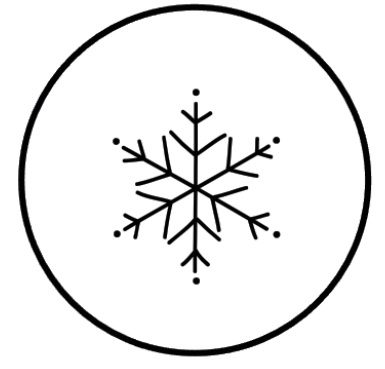
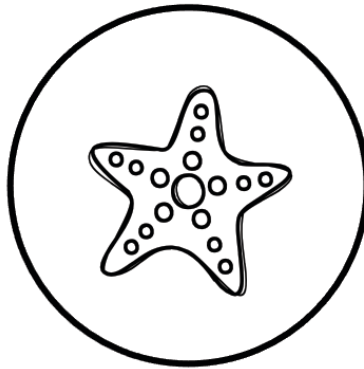
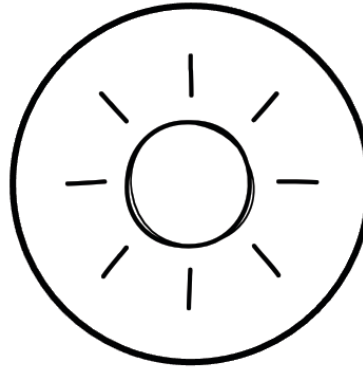
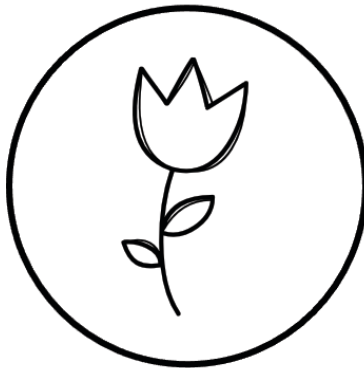
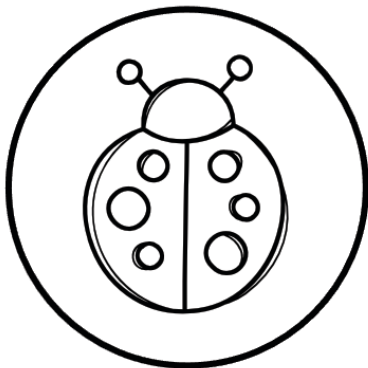
List Examples:

What are abiotic factors?

Definition: _____ that shape an ecosystem

List Examples:

The circles below have images of biotic factors or abiotic factors. Write an **A** in the circle of abiotic factors. Write a **B** in the circle of biotic factors



MAKE A CONNECTION

Identify biotic factors and abiotic factors of your environment.

What biotic factors can you identify?

What abiotic factors can you identify?

ORGANISMS

Take notes on the term below.

Organism Definition

An organism is any

_____ thing

What are examples of organisms? List several.



What is the difference between an organism and a biotic factor? Hint: Think ecosystem!

FOOD CHAIN

Take notes on the term below.

Food Chain

1. Food Chain = a _____ energy and nutrients take in an ecosystem

2. Describes who _____ whom

Let's practice! Draw arrows from one organism to another that shows how energy travels through the food chain.



ENERGY PYRAMID

Take notes on the term below.

Energy Pyramid

1. _____ is a level in an ecosystem where the organisms share the same function in the food chain
2. As energy and nutrients transfer from one trophic level, 90% of that energy is _____ as _____
3. Only _____ of energy is transferred
4. Less energy means less available food → decrease in population of living things

Did You Know? The consumer at the top of the food chain is called an apex predator. They are not eaten by any other animal. Can you think of an apex predator?

FOOD WEB

Take notes on the term below.

Food Web

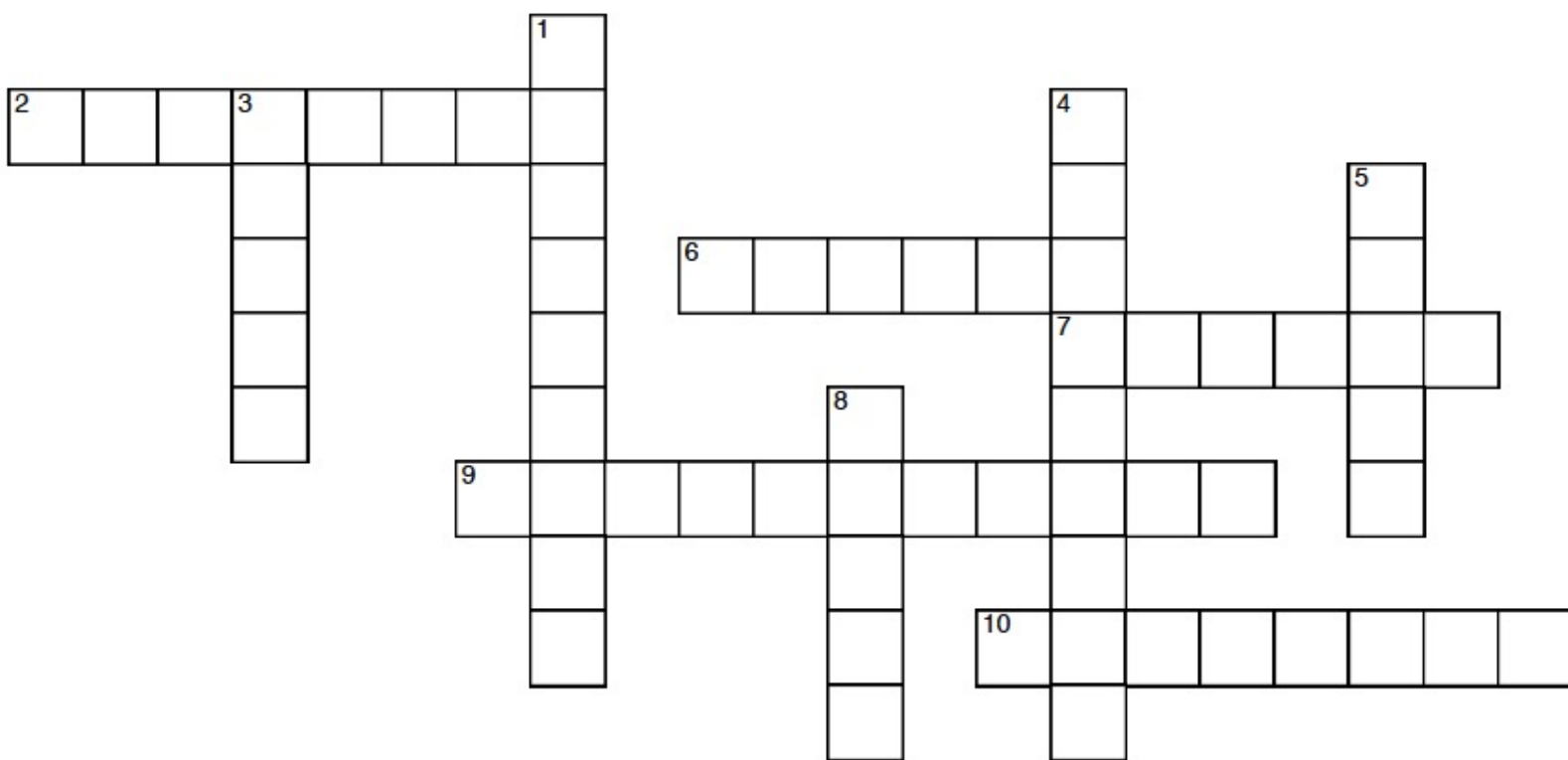
1. Organisms usually belong to _____ one food chain
2. Put together, these food chains create an ecosystem's _____

Let's practice! Draw arrows from one organism to another that shows how these producers and consumers are part of a food web.



Name: _____

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



ACROSS

- 2 An annoying or bothersome person, thing, or way of doing something
 6 Changing frequently, especially in regard to one's loyalties, interests, or affection
 7 To express mild disapproval of
 9 Antonym: Anonymously, unknowingly
 10 Synonym: Single, lone, sole

DOWN

- 1 Antonym: Tame, gentle, or mild
 3 His _____ expression made it clear to his parents that he wanted to be left alone.
 4 Synonym: Accuracy, correctness
 5 Due to the mudslide, the prospect of arriving to the wedding on time looked more and more _____.
 8 Every time she played a game with her brother, she would always get _____ by the way he changed the rules mid-game.

WORD BANK: BLEAK, CHIDED, FEROCIOUS, FICKLE, NOTORIOUSLY, NUISANCE, PRECISION, RILED, SOLITARY, SURLY

When writing and delivering a speech, the rhetorical appeal of pathos is challenging to incorporate. Unless you are famous or an expert in the subject area, credibility must be developed through the sources you include when stating facts or statistics in your writing/speech. As you research, you will find many websites created by people and groups that are passionate about environmental issues. Therefore, it is even more important to gather information from *credible sources*.

What does credible source mean?

- **What does credible source mean?**

- Information from credible sources comes from experts, researchers, and authors respected in their field of study. The authors must be _____, _____, and _____.

- **How do I know if my source is credible?**

- Ask yourself the following questions...
 - Who is the author? (Hint: if you cannot find one or it is not from a university, government department, large newspaper, magazine, etc., the source is most likely not credible)
 - When was the article/research written?
 - What is the author's purpose in writing the article?

Let's practice determining credible sources. Read the prompt and place a ✓ if you believe the source is credible. Place an X if you believe the source is not credible.

_____ : Environmental Protection Agency article about the harmful effects of mismanaged trash.

_____ : Non Plastic Beach Blog article about harmful effects of plastic on the environment.

_____ : Answers.com thread about plastic grocery bags and how they end up in the ocean.

_____ : Wikipedia article about microplastics and how they harm marine life.

_____ : UN Environment Programme article about how plastic is prevalent in soil.

Now it is time to research your topic and gather important facts and statistics to help support your opinion. Answer the prompts and then conduct your research.

What do you believe humans should do to reduce their negative effects on the environment?

Gather evidence and facts on your topic that will help you prove *and convince* your audience to not only believe in your opinion but also take action. Note your sources next to your research notes.

Topic	Research

Name:

Chapters 1-4

1. What is the name of the village the story takes place?

2. What creature does the village consider pests or monsters?

3. What happened to Willodeen's family?

Name:

On a scale of 1 to 10, how hard did you work today? (Circle your number)

1 2 3 4 5 6 7 8 9 10

Question of the day (use back if needed):

Google Slides™ & Google Form Links for Sample Resources

Willodeen Reading Response 1.A: Chapters 1-4

https://docs.google.com/presentation/d/1A4PX2s6XX4KEMX546LOJuVukhuGVY_f0mhBb9k-M0vk/copy

Willodeen Reading Response 1.B: Chapters 1-4

<https://docs.google.com/presentation/d/1cODwR0YU1lclu70uEXJU9lksi3GuJD2FprCMg9yGdo/copy>

Willodeen Close Reading 1.A: Chapters 1-4 Point of View

https://docs.google.com/presentation/d/1-LF2_-eqjxD2wOelGcyp8fqgGrYnwODyzxCedvPGOw/copy

Willodeen Close Reading 1.B: Chapters 1-4 Story Elements

https://docs.google.com/presentation/d/1MktaznW2iAgHNf2h7CX7JWDARV_SVt2_swxyEyiYG_Q/copy

Ecosystem Guided Notes 1: Intro to Ecosystems

<https://docs.google.com/presentation/d/1NIJk2GZZIUb-3Bs-mFoluwrBkkovGBxy4lQQ6368zJY/copy>

1 Ecosystems – Intro to Ecosystems

<https://docs.google.com/presentation/d/1C7RRTJjrVMH7PdoYez49uUelAk-ygERLpSqMs2fxilU/copy>

Willodeen Crossword Puzzle 1

<https://docs.google.com/presentation/d/1Fz6F9gjeH-RpVDKRz5iXPjDSU3X1RsICz0zOPSUG-Mg/copy>

Willodeen Reading Check 1: Chapters 1-4

<https://docs.google.com/forms/d/11Cx1jDLAffqiQqpnPxKW-cbSHIV4Tz4OY2m6AHxPStU/copy>

Please Note: The opinion writing and speech resources have a digital option; however, it is a single document and not included in the sample.

DO YOU LOVE THESE

Willodeen

RESOURCES?

Click on the cover below to purchase the
comprehensive NOVEL STUDY!



THANK YOU!

Thank you so much for your purchase. And thank you for the hard work you do everyday in service of children. I know this product will provide them a quality educational experience.

If you have any questions, concerns, or comments about the resources, please feel free to reach out *anytime* at lauren@lit-lessons.com.

Like what you saw here? Interested in other resources? Check out the LIT Lessons store for additional novel units, cross-curricular resources, and more! Click on the logo below.

Thank you again. I hope you enjoy teaching with this product as much as I enjoyed creating it.



TERMS OF USE

This downloadable resource supplies one single-teacher license for use in your classroom. Photocopying of this product is allowed only for the classroom use of the purchaser. Replication of this product, in whole or in part, for commercial sale or broader distribution is strictly prohibited. This product also may NOT be shared electronically, digitally, or otherwise in a manner that violates the Terms of Use detailed by LIT Lessons. **For explicit information on permissions, Please see the Terms of Use document included with this resource.** Thank you for your cooperation and understanding.

- **Credits:** Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.

