

A close-up photograph of a snail with a yellow, spiraled shell moving across a large, vibrant purple leaf. The snail's body is a mottled brown color, and its long eye stalks are extended. The background is a soft-focus green, suggesting other foliage.

Will Roddeen

NOVEL STUDY

UNIT CONTENTS

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CHAPTER QUESTIONS A

Willodeen

Reading Response 1.A: Chapters 1-4

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.

➤ 14 Assignments
– 8 Questions
Each

➤ Comprehension
Questions

➤ Prompts Require
Textual Evidence

➤ Common Core-
Aligned Material

CHAPTER QUESTIONS A

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:

- Visualization Section – Figurative Language
- Accommodate for ALL Learners
- Great for Small Group or Rotation Models
- Rigorous Materials

CHAPTER QUESTIONS B

Willodeen

Reading Response 1.B: Chapters 1-4

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.

➤ 14 Assignments
– 8 Questions
Each

➤ Analysis &
Critical Thinking
Questions

➤ Prompts Require
Textual Evidence

➤ Stimulate Class
Discussion

CHAPTER QUESTIONS B

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:	

➤ Critical Questions Section – Springboard for Discussion

➤ Use for Differentiation

➤ Google Slides™ Links – Pre-made Text Boxes for Students

➤ Answer Keys

CLOSE READING RESOURCES

Willodeen Close Reading 1.A: Chapters 1-4

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.

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➤ 28 Close Reading Assignments

➤ Notes for Literary Elements

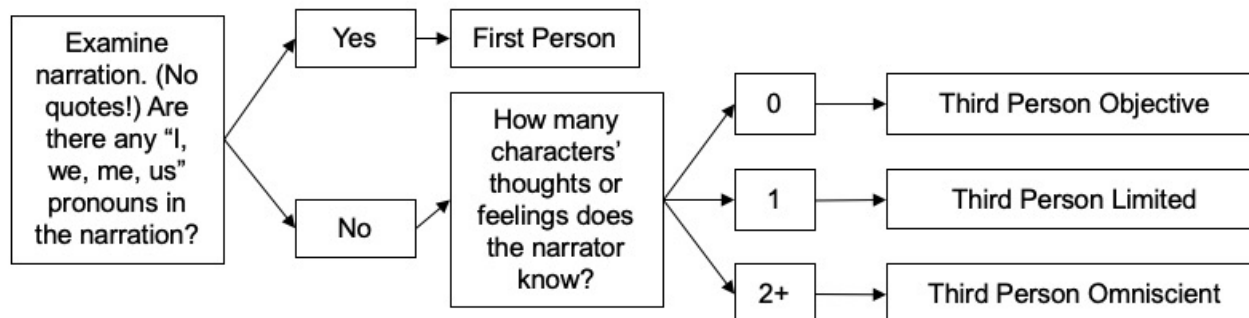
➤ Graphic Organizers to Scaffold Learning

➤ Literary Skills-Based

CLOSE READING RESOURCES

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.

➤ 4 Whole Novel Analysis Assignments

➤ Rigorous & Creative Tasks

➤ Accommodate for ALL Learners

➤ Text-Based Questions & Analysis

CLOSE READING RESOURCES

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.

➤ Comprehensive Answer Key

➤ Thorough Examination of the Text

➤ Google Slides™ Links

➤ Great for Rotation Model & Centers

ASSESSMENT RESOURCES

<p><i>Willodeen</i> Reading Check 1 Name:</p> <hr/> <p>Chapters 1-4</p> <p>1. What is the name of the village the story takes place?</p> <p>2. What creature does the village consider pests or monsters?</p> <p>3. What happened to Willodeen's family?</p> <hr/>	<p><i>Willodeen</i> Reading Check 2 Name:</p> <hr/> <p>Chapters 5-8</p> <p>1. What creature migrates to the village each year?</p> <p>2. What is the name of Willodeen's pet?</p> <p>3. What happens to Sir Zurt?</p> <hr/>
<p><i>Willodeen</i> Reading Check 3 Name:</p> <hr/> <p>Chapters 9-11</p> <p>1. Who helps Willodeen help look for Sir Zurt?</p> <p>2. How many screechers are left in the area?</p> <p>3. What causes Willodeen to have trouble sleeping at night?</p> <hr/>	<p><i>Willodeen</i> Reading Check 4 Name:</p> <hr/> <p>Chapters 12-13</p> <p>1. What does Connor give Willodeen for her birthday?</p> <p>2. What do Birdie and Mae give Willodeen for her birthday?</p> <p>3. According to Mae, what kind of tears have great power?</p> <hr/>

➤ 14 Mini-Quizzes – 3 Questions per Reading

➤ Google Forms™ for Easy Grading

➤ Common Core-Aligned Materials

➤ Check for Understanding

ASSESSMENT RESOURCES

Willodeen

Novel Quiz 1: Part 1 – Chapters 1-11

Name: _____

SECTION I: Order the following events of the novel in *chronological* order

- _____ - Willodeen starts to keep a notebook on her observations when out in the woods.
- _____ - Willodeen survives the Great September Fire, and Birdie and Mae take her into their home.
- _____ - Willodeen finds a screecher in the woods just as hunters strike him with an arrow.
- _____ - While in the woods with her pa, Willodeen sees screechers for the first time.
- _____ - Willodeen runs into Connor, who is collecting reeds and grasses, at the edge of the woods.

SECTION II: Mark true statements with a T, and false statements with an F

- _____ - Willodeen names the last screecher in the woods Sir Zach.
- _____ - One of Willodeen's favorite events is the Autumn Faire. She loves to celebrate the hummingbears with others.
- _____ - When screechers are bothered, they whack their tails on the ground and release a foul smell.
- _____ - Every year hummingbears migrate to Willodeen's village and make nests in blue willow trees.
- _____ - Willodeen loses her family in the Great September Fire, and she is badly injured.

SECTION III: Fill-in-the-blank

1. To rid the village of screechers, the alderman put a _____ of five pieces of copper for a pelt.
2. _____ (name), a hummingbear, lives with Willodeen and keeps her company.
3. Connor makes hummingbear souvenirs, which he calls _____.
4. Willodeen lives in the village of _____ (name).
5. Tomorrow is Willodeen's birthday, and she turns _____-years old.

SECTION IV: Multiple-choice

1. _____ What type of figurative language is used in the following sentence?

"It was also their nests, made of glistening bubbles that absorbed sunlight and glowed all night, as if hundreds of miniature rainbows had gathered for a party."

- a. Onomatopoeia
 - b. Idiom
 - c. Metaphor
 - d. Simile
2. _____ Which of the following best describes the villagers' attitude towards screechers?
 - a. Appreciative
 - b. Despising
 - c. Curious
 - d. Unconcerned

➤ 5 Novel Quizzes – 1 per Part of Book

➤ Depth of Knowledge Questions

➤ Use for Assessment or Practice

➤ Essay Choice Board

ASSESSMENT RESOURCES

Read the passage and answer questions 1-5 that follow.

Multiple-Choice: Section I

"Maybe...maybe it's us," I said, surprised to learn I still had words left to speak. "We're the ones who keep changing things." My father's voice whispered in my head. "Truth is, nature knows more than we do." ...

That ornery part of me, the one always urging *Go the other way, Willodeen*, reared up, ready for a fight. I felt the screecher sculpture in my pocket. Anger boiled in my chest.

"These animals...screechers...they're as much a part of things as you and me." I took a steadying breath. "Look, I don't know why the hummingbears are gone. I don't know why the world is changing so fast and so wrong. But I do know that nature's a complicated thing. It's like...it's like, I don't know, like knitting a sweater. You pull one string too hard and the whole thing starts unraveling. I'm just saying let's not lose things before we get the chance to understand them. Screechers included."

Silence.

Murmurs.

Laughter.

It was time to leave. I walked toward the door, holding my head high, though I stumbled more than once.

- _____ Part One: Which of the following best summarizes the passage?
 - Willodeen tries to explain how angry she feels about the screecher bounty.
 - Willodeen tries to explain that people may be partially at fault for the missing hummingbears.
 - Willodeen tries to explain why screechers should be protected.
 - Willodeen tries to explain how nature is like a sweater.
- _____ Part Two: Which detail best supports your answer to Part One? (Choose **one** answer)
 - That ornery part of me, the one always urging *Go the other way, Willodeen*, reared up, ready for a fight.
 - "Look, I don't know why the hummingbears are gone."
 - I felt the screecher sculpture in my pocket. Anger boiled in my chest.
 - "I'm just saying let's not lose things before we get the chance to understand them."
- _____ How does the villagers' treatment of Willodeen contribute to the conflict?
 - Their unwillingness to listen makes it harder for Willodeen to convince them of the screechers' importance.
 - Their treatment of her makes it impossible for her to speak up again.
 - Their dismissal of her ideas causes the fire that almost destroys the village.
 - Their lack of respect causes Willodeen to keep the truth about the hummingbears secret.
- _____ Which of the following best describes the setting of the passage?
 - Village of Perchance, council meeting
 - Village of Perchance, post-fire
 - Village of Perchance, school
 - Village of Perchance, Autumn Faire
- _____ Which detail best supports Willodeen's comment: "nature's a complicated thing"?
 - I felt the screecher sculpture in my pocket. Anger boiled in my chest.
 - "I don't know why the world is changing so fast and so wrong."
 - "You pull one string too hard and the whole thing starts unraveling."
 - "I'm just saying let's not lose things before we get the chance to understand them."

- Final Literary Tests
- A & B Format – Accommodate ALL Learners
- Flexible Implementation
- Answer Keys & Google Forms™ Links for ALL Resources

VOCABULARY RESOURCES

Willodeen

Vocabulary Practice 1

Name: _____

Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- _____ - The group's project demonstrated fine attention to detail and a level of precision that surpassed all other entries.
- _____ - The puppy's ferocious yawn was so adorable the couple adopted him on he spot.
- _____ - The employees thought the daily staff meetings were such a nuisance, many made excuses to skip them.
- _____ - It was a well-known fact that the economics professor's tests were notoriously hard.
- _____ - The nanny chided the children for behaving so well in the museum.

Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Bleak – SYNONYMS	Ferocious – SYNONYMS
Hopeful Joyless Puzzled	Fierce Soothe Wild
Wondering Promising	Calm Intense
Interesting Gloomy Miserable	Extreme Mild Pleasant
Chided – ANTONYMS	Surly – ANTONYMS
Scold Reprimand Applaud	Friendly Pleasant Grumpy
Question Approve	Irritated Lazy
Annoy Commend Worry	Exhausted Angry Cheerful

Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. Riled – _____

2. Fickle – _____

3. Solitary – _____

➤ 4 Vocabulary Lists - Word Location

➤ Google Forms™ for Easy Grading

➤ 4 Vocabulary Practice Assignments

➤ Multi-Model & Engaging

VOCABULARY RESOURCES

Willodeen

Vocabulary Check 1

Name:

SECTION I: Match the correct definition, synonym, or antonym with the correct word

1. _____ Notoriously	a. Synonym: Grumpy or glum
2. _____ Nuisance	b. Synonym: Annoyance or inconvenience
3. _____ Precision	c. Definition: Make (someone) annoyed or irritated
4. _____ Riled	d. Definition: Used to emphasize that a quality or fact, typically a bad one, is well known
5. _____ Surly	e. Antonym: Inaccuracy or sloppy

SECTION II: Fill in the blank with the correct word

1. The amusement park attendant _____ the riders for not staying in a neat and orderly line.
2. After thirty years of living a _____ life, the frontiersman returned to the city and was shocked by all the technological advancements.
3. The _____ winds ripped up trees and shattered windows, leaving a path of destruction in its wake.
4. After a week without hearing back about the interview, the job applicant felt their chances of getting the job were _____.
5. My friend's taste in clothes has always been _____. They seem to change by the hour.

BLEAK – CHIDED – FICKLE – FEROCIOUS – SOLITARY

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➤ Use Synonyms, Antonyms, Definitions

➤ Determine Correct Usage in Context

➤ Create Sentences

➤ 4 Vocabulary Quizzes – Check for Understanding

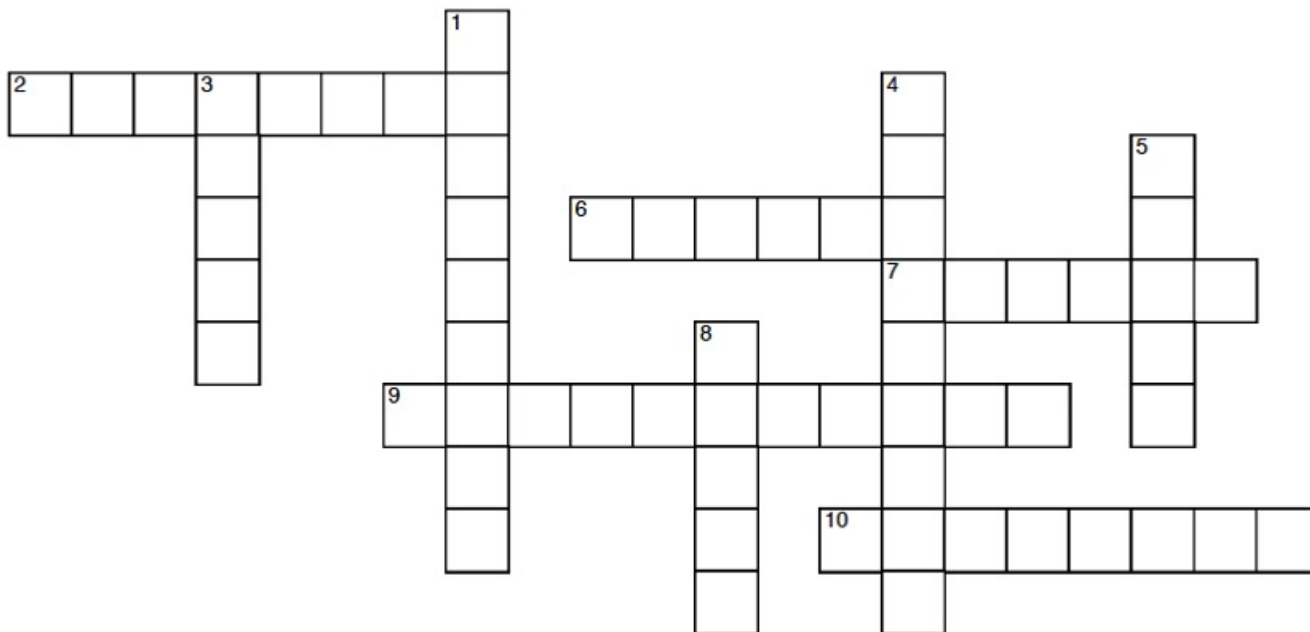
VOCABULARY RESOURCES

Willodeen

Crossword Puzzle 1

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

- 4 Crossword Puzzles
- Use for Centers or Rotation Model
- Graphic Organizers & Activity
- Answer Key & Google Slides™ & Forms™ Links

INFORMATIONAL TEXTS

HUMAN DISTURBANCES

Informational Text 5

Name:

➤ 10 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2 Pages Per Reading

Ecosystems across the globe are interconnected in ways big and small. Some of these connections are easy to see while others are much more mysterious. In all cases, those innumerable¹ links mean the Earth's ecosystems are fragile and susceptible² to change. Change can take the form of natural occurrences, such as hurricanes, drought, and fire. Change can also be caused by human activity. There are several major human activities that have and continue to disrupt ecosystems, changing the way they behave and at times, altering them entirely.

The Biggest Disturbance

Population is the primary factor driving human activity that leads to disruption within and across the planet's ecosystems. As the human population grows, so does the need for resources to support that population. We know the human population has grown exponentially. Typically, a species has a maximum population before it runs out of resources to support that growth. Through scientific advances, humans have developed ways to sustain the Earth's growing population. However, these developments have come at an ecological³ cost.

A Variety of Activities

Population growth is the main driver human activities that disturb ecosystems. Its growth requires land and resources. As a result, humans alter or destroy landscapes to make way for farming, development, housing, mining, and more. Changing the land displaces species of plants and animals and reduces the overall availability of food sources and habitats to them. **Pollution** from all this activity also contributes to ecological disturbances. Chemicals, waste, noise, and even light alter ecosystems and force its inhabitants to adapt, leave, or suffer from the consequences. Humans have also exploited⁵ certain resources, such as cutting trees for lumber or overfishing.

Wildfires & Prevention



For decades, wildfire suppression⁴ methods have been used to prevent and control wildfires. Yet, research now shows these methods have had some *negative* consequences – adding more fuel for fires to burn, more intense fires, and decreased water availability. Evidence supports that wildfire management makes forests more resilient to wildfires.

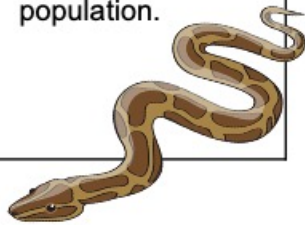
INFORMATIONAL TEXTS

BURMESE PYTHON

The Burmese Python was brought to Florida as exotic pets. However, their size (up to 20-feet long) caused many owners to release them into the wild. Then, in 1992, Hurricane Andrew destroyed a python breeding facility, releasing countless more pythons into the wild.

Now, the pythons have taken over the Everglades. As a result, the mammal population has dramatically decreased. Racoons have declined 99.3%, opossums 98.9%, and bobcats 87.5%. Some species of rabbits and foxes have all but disappeared.

Now, Florida has created incentives to hunt and kill pythons in an effort to reduce the population.



Just as ecosystems across the globe are interconnected so too are humans. Therefore, humans – both purposefully and accidentally – have introduced new species to ecosystems. These **invasive⁶ species** oftentimes greatly disturb ecosystems. For instance, the emerald ash bore hitchhiked a ride on wood from Asia to the United States. Now, the insect is feasting on ash trees throughout North America because the trees do not have natural defenses against the insect. The declining health of those trees then causes change to the larger ecosystem where they live.

Disturbances from human activity have not only impacted ecosystems across the globe but also accelerated impacts on other key resources we depend on. Poorer air quality, water scarcity⁷, soil erosion, and climate change are all effects of human-driven activities. Fortunately, like humans using science and innovation⁸ to support an ever-growing population, people across the globe are working more and more to apply science and innovation in a way that help ecosystems recover from the negative effects of earlier activity. As scientists and researchers continue to discover the connections between ecosystems and humans' relationship with them, efforts to protect these fragile links have made a growing impact. Conservation work has become a powerful tool to reduce and limit the negative effects of human activity on an aging planet.

GLOSSARY OF TERMS

¹ **Innumerable**: too many to be counted

² **Susceptible**: likely or liable to be influenced or harmed by a particular thing

³ **Ecological**: the relationships between living things and their environment

⁴ **Suppression**: the action of stopping something such as an activity

⁵ **Exploited**: make full use of and derive benefit from (a resource)

⁶ **Invasive**: (especially of plants or a disease) tending to spread prolifically and undesirably or harmfully

⁷ **Scarcity**: the state of being in short supply

⁸ **Innovation**: a new method, idea, product, etc.

➤ Appropriate Spacing for Easier Reading

➤ Common Core-Aligned – Informational Texts

➤ Ecosystems & Human Impacts

➤ Critical Thinking Opportunities

INFORMATIONAL TEXTS

Nonfiction Text Analysis A

Name: _____

HUMAN DISTURBANCES

NONFICTION TEXT FEATURES Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 1: Wildfire & Prevention	Feature 2: Burmese Python
What is it? Name/describe the feature.	What is it? Name/describe the feature.
How does this feature contribute to your understanding of the whole article?	How does this feature contribute to your understanding of the whole article?

KEY TERMS & VOCABULARY Directions: Define the key terms below by using context clues from the text.

Population growth	
Pollution	
Invasive species	

MAIN IDEA & KEY DETAILS Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title:		
Key Detail 1:	Key Detail 2:	Key Detail 3:
Main Idea: What is the article mostly about?		

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➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

INFORMATIONAL TEXTS

Nonfiction Text Analysis B

Name: _____

HUMAN DISTURBANCES

➤ 2 Formats to Allow for Differentiation

➤ Use for Centers or Rotation Model

➤ Pair with Novel – Cross-text Connections

➤ Answer Key & Google Slides™ Links

1. What is the biggest cause of human disturbance to ecosystems? How have humans been able to overcome the challenge they face despite nature having a “maximum”? Support with textual evidence.

2. What other human activities disturb ecosystems? What are the effects of these activities on ecosystems? Support with evidence from the text.

3. How does the “Wildfire & Prevention” text feature deepen your understanding of human activity and its impact on ecosystems? Explain and support with evidence from the text.

4. How does the author support the generalization that ecosystems and humans are interconnected across the globe? Explain and support with evidence from the text.

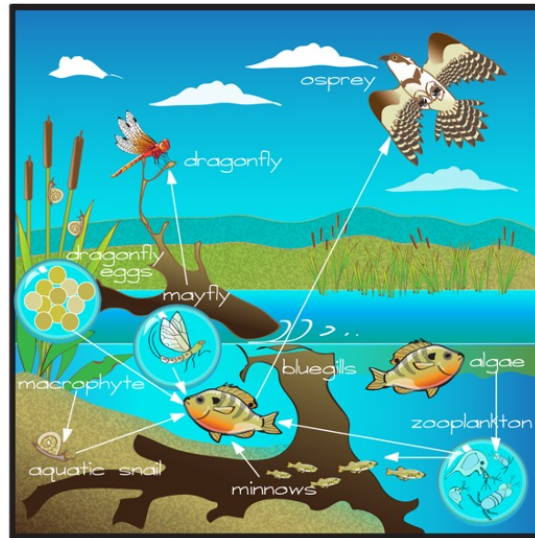
5. Even as humans use innovation to support a growing population, do you think they are doing enough to minimize disturbances to ecosystems? Why or why not? Support with evidence.

6. Based on the article, how would you characterize humans' relationship with nature? How would you summarize humans' attitude toward the environment? Why? Support with details from the text.

PRESENTATION RESOURCES

Key Elements of an Ecosystem Overview

- An ecosystem is the interaction between living and nonliving things in a particular environment
- Biotic factors and abiotic factors shape the ecosystem
- Defined by the flow of energy and nutrients in the system



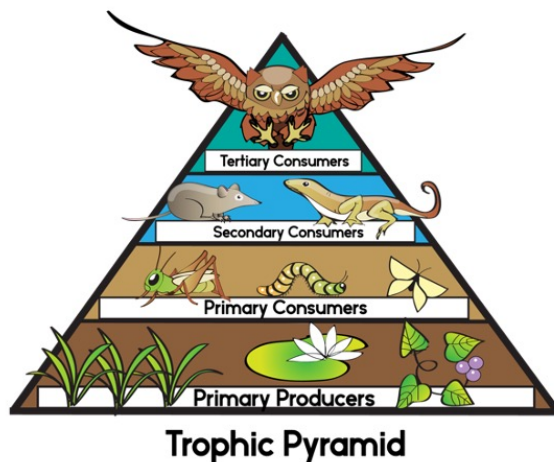
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- 7 PowerPoint OR Google Slides Presentations - Ecosystems

- Animated Features to Engage Students

Key Elements of an Ecosystem Overview



- A pathway energy and nutrients take in an ecosystem is called a food chain
- A food web is a system of interdependent food chains

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- Editable – Allows for Modifications

- Build Foundational Knowledge

PRESENTATION RESOURCES

Interesting Information



DID YOU KNOW?

- Redwood trees can be 2,000 years old
- Fog accounts for 40% of redwoods' moisture intake
- Forests act as a “carbon sink” and soak up the world’s carbon dioxide and other greenhouse gases
- Family of Five – Five major forests still untouched wilderness
- The North American Boreal forest is one of the last to remain relatively intact and untouched by human activity

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➤ Create Connections with the Novel

➤ Guided Notes to Accompany Presentations

A Forest Ecosystem

- First, go to the following website and locate the map that shows the Family of Five
- <https://www.borealbirds.org/boreal-forest>
- Then, use this interactive forest map that shows change in tree cover. Explain the differences you see.
- <https://www.globalforestwatch.org/map/>



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➤ Includes Travel Brochure Activity for Each Ecosystem

➤ Use for Whole Class Instruction or Small Groups

PRE-READING ACTIVITIES

WHAT WOULD YOU DO?

Ecosystem Activity 1

Name: _____

Directions: Read the scenario below. Carefully consider the situation described. After reading the scenario, circle the option that best describes what action you would take.

SCENARIO

An area of the United States has just been identified as a place yet to be seen or used by modern people. It is pristine and still in its natural state. It contains unique features that cannot be found anywhere else in the entire world. At the same time, the area is home to a resource with enormous value that could potentially help communities in the surrounding area and its people.

YOU have to decide what to do with the land. Read the options below. Then select the best course of action.

- **Not Share at All** – The land remains completely untouched and inaccessible to people.
- **Conserve** – The land remains generally untouched and becomes a place for people to visit and enjoy the scenery.
- **Utilize** – The valuable resource is extracted from land. Extraction would mean the destruction of the land's unique, beautiful features.
- **Conserve & Utilize** – The land is opened to visitors and adventurers, but the valuable resource is also extracted. Some unique, beautiful features would be destroyed, and the resource's value would be lower because it would be harder to extract.

NOT SHARE AT ALL

CONSERVE FOR VISITORS

UTILIZE FOR RESOURCE

CONSERVE & UTILIZE

Directions: Explain the course of action you selected above. Why would you take this action? What would you hope to accomplish? Explain your stance with examples.

- Conservation Scenario – Discussion Resource
- Students Engage with a Debatable Question
- Engagement with Novel's Themes Prior to Reading
- Research & Study Keystone Species

FINAL PROJECT & ASSESSMENT

ENDANGERED SPECIES

Project Overview

Name:

For this project, you will research an endangered species, create a scientific report, and compose a commercial advocating for your species. The project will be completed in 5 parts, with each part building on the last and connecting to the others. These steps are described below.

Step	Description & Action Items	Due Date
Part I – Building Background Knowledge	<ul style="list-style-type: none"> To start the project, you will learn about key terms: species, endangered, threat levels, and more. Complete the guided notes handout to use as a resource for vocabulary and key terms. 	
Part II – Species Selection & Research	<ul style="list-style-type: none"> Select the endangered species you will study for the rest of the project. Conduct research on your endangered species and complete the research notes organizer. 	
Part III – Scientific Report	<ul style="list-style-type: none"> Organize and analyze your research to create a scientific report. Create a report that details the endangered species ecosystem, its daily life, threats, and more. 	
Part IV – Advocacy Commercial	<ul style="list-style-type: none"> Brainstorm and draft a commercial to advocate for your endangered species and encourage others to take action. Record a commercial. 	
Part V – Project Viewing & Reflection	<ul style="list-style-type: none"> Learn about other endangered species through the commercials. Reflect on your project experience. 	

➤ 5-Part Endangered Species Research Project

➤ Students Create a Commercial

➤ Make Connections Between Texts

➤ Interview a Screecher Final Assessment

* BONUS RESOURCES *

Willodeen

6 Grabbing the Reader's Attention: Introductions

Name: _____

When writing an opinion essay, your goal is to get your reader to *agree* with you. As such, first impressions are important. The start of your essay should capture the reader's attention and get them interested in the topic you are presenting. Once the reader is interested, it is easier to convince them to agree with your opinion. Below are several types of hooks to grab your reader's attention.

Prompt: How can young people help take care of the planet for future generations?

4 Types of Hooks to Grab Your Reader's Attention

- _____ = For this type of hook, define an important word for your readers to prove its meaning and connect to your opinion.
 - Example: The definition of exploit is to derive benefit from something or someone.
- _____ = Use a researched fact or statistic to prove your opinion at the start of your essay.
 - Example: According to a United Nations poll about the environment and climate change, only 9% of youth are confident the world will act quickly enough to address climate change.
- _____ = Include a quote that connects to your topic or opinion while helping prove your opinion.
 - Example: "I want you to panic. I want you to act as if our house is on fire. Because it is."
- _____ = This is a *really* short story or account of an event to get your reader to think about a topic. Remember, people love stories, and we will focus on using this hook for our speech.
 - Example: The last time I went to the beach, I expected to have a nice, relaxing vacation. It had been a long year, and I just needed to unplug and reconnect with nature. When I arrived at the sandy shores, I was shocked to see a pile of trash snaking its way down the shoreline.

➤ 10 Mini-Lessons –
Opinion Writing

➤ Students
Compose Opinion
Essay for Speech

➤ Scaffolded
Lessons for
Introduction, Body
Paragraphs, and
Conclusion

➤ Research Topic of
Choice

* BONUS RESOURCES *

Willodeen

9 Set the Tone: Emphasize *This*

Name: _____

For this activity, we will work as a group to practice a speaking tool: emphasis. Emphasis can be used in different ways, but the result is similar. Emphasis helps develop tone. Speaking with the right tone is another crucial way to connect with the audience *and* keep their attention.

Remembering Our Rules

Before we start the activity, please follow these rules when engaging in the work.

1. No Touching.
2. Keep It Appropriate – Follow all classroom rules (i.e. no cursing, etc.).
3. Give It 100% – These exercises only work if you do. It takes a lot of trust to act in front of your peers and engage in these activities. If you give it your all, so will others.

Today, we are going to be reading sentences and emphasizing certain words. We will take these steps, then get started!

1. Stand in a circle. Go around the circle and LOUDLY introduce yourself.
2. Then the person with the ball will say the name of one student, say “Please take the ball,” and toss the ball to them.
3. Then, they say the name of another student, say “Please take the ball,” and GENTLY toss the ball to them.
4. Without repeating, the ball will travel around the circle, one person (and name and sentence) at a time.
5. REMEMBER the order! We will discuss the one of each sentence after each ball toss round.
6. Then you will toss the ball around again in the same order but say the sentence with a different emphasis.
 - Round 1: *Please* take the ball.
 - Round 2: Please *take* the ball.
 - Round 3: Please take *the* ball.
 - Round 4: Please take the *ball*.
 - Round 5: *Please, please* take the ball.

Activity Reflection

1. Why did we play this game? How will it help us with our public speaking?

➤ 7 Mini-Lessons – Boost Student Confidence

➤ Develop Oral Communication

➤ Ensemble-Building Activities

➤ Fun & Engaging!

* BONUS RESOURCES *

Day 5 <i>Willodeen</i> 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 crossword 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
<p>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?</p>	
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? 	

➤ 5-WEEK Unit with Novel Study Implementation Suggestions

➤ Standards Alignment

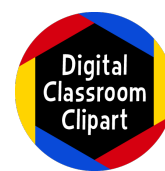
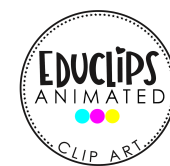
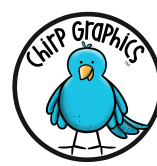
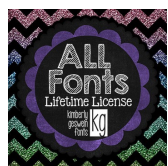
➤ 25 Instructional Lesson Plans

➤ Pacing Guide

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