



Lesson Planning: **Application**

Subject:

Grade Range:

Intro to Composition: The Essay Vol. 3

6th – 8th

Write the Literary Essay!

Welcome to Blackbird & Company’s English Language Arts program!

Intro to Composition: The Essay - Volume 3 is one of the application elements of our ELA program.

As your students work through this unit, they will be guided through an exploration of literary essay form. Over the course of 10 weeks, students will compose 5 singularly original literary essays utilizing picture books with sophisticated themes. Following a 30-sentence form, your students will craft their essays through the process of brainstorming, story mapping, paced section writing, and self-editing, all leading to their final, polished literary essay.

This planning Schedule is provided to help YOU as you plan and prepare to mentor your student on this journey of growth and discovery.

Are you ready? Let’s go!

The following guidelines assume you are planning for the start of a typical school year beginning the last week of August and ending the first week of June. This equals about 40 calendar weeks, and allows for 175-180 days of instruction when accounting for breaks and holidays. If you are starting mid-year, or are following a different schedule, simply adjust the dates as needed.

Integrated Literature & Writing - Planning

June – August (Overall subject preparation)

- ➔ Familiarize yourself with the material by reading For The Teacher and For The Student introductory pages 3-16 in the Student Workbook. Spend some time look through student pages 17-85 to familiarize yourself with the process and nature of the lessons, paying close attention to the 30-sentence scaffolding model (pages 12-15) that will be followed throughout this unit..
- ➔ Now look over the the Table of Contents and the Note for Teachers included in the companion text, Thinking In Threes. The activities in this workbook will be utilized throughout this Essay Unit to explore writing strategies and techniques that will assist your students as they move toward crafting expanded paragraphs.

Integrated Literature & Writing - Mapping

July – August (Scheduling and preparation for individual literature titles)

Things to consider as you plan:

- ➔ This Essay Unit Workbook is best employed two days per week but can be accomplished in larger, once-per-week blocks. Your students will need approximately 2-4 hours per session, depending on the developmental stage of your budding writers and how many sessions you choose per week.
- ➔ This unit requires 10 weeks to complete.
- ➔ Each two-week lesson can stand on its own and is not dependent on work previously completed. Weekly work does not need to be assigned on consecutive days.
- ➔ Guide corrections need to be done weekly to insure that your students receive all input, corrections, and encouragement needed to be successful. Student Self-Edit and Teacher Evaluation Forms are built into this Writing Discovery Guide.
- ➔ Map out your intended Essay Unit schedule on your academic calendar in pencil, leaving room for possible adjustments along the way. Pay attention to other assignments and work load to avoid overwhelming your student.



SAMPLE MAPPING GUIDE

Now you have decisions to make about holidays, activities, and interruptions in scheduling.

Plan carefully to avoid overload or a lapse in student recall due to long down periods with holidays.

A typical schedule will work around the following breaks: 1 week in November for Fall Break, 3 weeks in December/January for Winter Break, 1 week in April for Spring Break.

By the time students are working in Essay Volume 3, they should have a solid enough writing background to start this in the first week of school. This material can be easily staggered with other application elements to keep it interesting and inviting.

We will map out a twice-per-week offering, but you can roll all elements into once-per-week assignments if desired.

Duration: 10 weeks

Week 1: Lesson 1 (week 6 of school)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY | ASSIGNMENT | NOTES/ MARK COMPLETE |
|-------|--|----------------------|
| Day 1 | <ul style="list-style-type: none"> Lesson 1: The Tin Forest, pages 17-21 Tin Forest, Vocabulary, Story Mapping, Brainstorming Exercises | |
| Day 2 | <ul style="list-style-type: none"> Lesson 1: The Tin Forest, pages 22-26 Thesis Statement, Hook, Body Paragraphs, Conclusion, Citations (Revisit pages 12-16 as you work through this process.) | |

Week 2: Lesson 1 (week 7 of school)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY | ASSIGNMENT | NOTES/ MARK COMPLETE |
|-------|---|----------------------|
| Day 1 | <ul style="list-style-type: none"> Lesson 1: The Tin Forest, pages 27-30 The Tin Forest Rough Draft and Self-Edit | |
| Day 2 | <ul style="list-style-type: none"> Lesson 1: Conference with a teacher and Final Draft Essay (Teacher uses page 31 to evaluate the Final Draft.) | |

Week 3: Lesson 2 (week 8 of school)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY | ASSIGNMENT | NOTES/ MARK COMPLETE |
|-------|---|----------------------|
| Day 1 | <ul style="list-style-type: none"> Lesson 2: Grandfather's Journey, pages 32-35 Grandfather's Journey, Vocabulary, Story Mapping, Brainstorming | |
| Day 2 | <ul style="list-style-type: none"> Lesson 2: Grandfather's Journey, pages 36-39 Thesis Statement, Hook, Body Paragraphs, Conclusion, Citations (Revisit pages 12-16 as you work through this process.) | |

Continued →

Intro to Composition: The Essay Vol. 3



Week 4: Lesson 2 (week 9 of school)

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| DAY | ASSIGNMENT | NOTES/ MARK COMPLETE |
|-------|--|----------------------|
| Day 1 | <ul style="list-style-type: none"> Lesson 2: Grandfather's Journey, pages 40-43 Grandfather's Journey Rough Draft and Self-Edit | |
| Day 2 | <ul style="list-style-type: none"> Lesson 2: Conference with a teacher and Final Draft Essay (Teacher uses page 44 to evaluate the Final Draft.) | |

Mapping will continue in this pattern for the next 6 weeks.
Select the days of the week that best fit your schedule.