

Poppy Scope and Sequence

NOTE: The lessons for this unit give page references for the 1997 Avon Books publication (A) and the 2007 Harper Trophy publication (H).

Unit of Study: *Poppy*

Genre: Fantasy

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	Vocabulary: <i>subjects vs. king</i> Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none">• Complete story elements handout together• Make a prediction
2		Vocabulary: <i>hero vs. villain</i> Use the genre chart to help students understand what to expect from fantasy.	
3	Chapter 1 A: pp. 1–3 H: pp. 1–3	Vocabulary: <i>consequences</i>	Focus on visualizing important characters and inferring character traits—Mr. Ocax. <ul style="list-style-type: none">• Co-create a character list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapter 1 A: pp. 3–8 H: pp. 3–8	Vocabulary: <i>satisfaction</i>	Focus on visualizing important characters and inferring character traits—Poppy and Ragweed. <ul style="list-style-type: none"> • Add to the character list
5	Chapter 2 A: pp. 9–11 H: pp. 9–11	Vocabulary: <i>persistence</i>	Focus on visualizing important characters and inferring character traits—Lungwort and Sweet Cicely. <ul style="list-style-type: none"> • Add to the character list
6	Chapter 2 A: pp. 11–15 H: pp. 11–15	Vocabulary: <i>protects</i>	Gather important information from the text. <ul style="list-style-type: none"> • Co-create a list of important information about porcupines
7	Chapter 3 A: pp. 16–17 H: pp. 16–18	Vocabulary: <i>territory</i>	Visualize the setting. Use the setting map.
8	Chapter 3 A: pp. 18–22 H: pp. 18–22	Vocabulary: <i>avenge</i>	Identify the problems in the story. <ul style="list-style-type: none"> • Co-create a problems list
9	Chapters 3–4 A: pp. 22–30 H: pp. 22–30	Vocabulary: <i>crisis</i>	Identify the problems in the story. <ul style="list-style-type: none"> • Add to the problems list

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
10	Chapter 4 A: pp. 30–35 H: pp. 30–35	Vocabulary: <i>sympathetic vs.</i> <i>unsympathetic</i>	Feel sympathy for the main character.
11		Recall important events. <ul style="list-style-type: none"> • Co-create an important events list. 	
12	Chapter 5 A: pp. 36–47 H: pp. 36–47	Vocabulary: <i>honor</i>	Identify the important events. <ul style="list-style-type: none"> • Add to the important events list
13		Oral Retell Summary	
14		Retell Summary Writing	
15	Chapter 6 A: pp. 48–56 H: pp. 48–56	Vocabulary: <i>generosity</i>	Recognize the author’s craft. <ul style="list-style-type: none"> • Irony
16	Chapter 7 A: pp. 57–61 H: pp. 57–62	Vocabulary: <i>guilty conscience</i>	Focus on inferring a character’s feelings.
17	Chapters 7–8 A: pp. 61–69 H: pp. 62–69	Vocabulary: <i>sacrifice</i>	Make predictions.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
18	Chapters 8–9 A: pp. 69–75 H: pp. 69–75	Vocabulary: <i>desire</i>	Visualize the setting to make a prediction. Use the setting map.
19	Chapter 9 A: pp. 75–82 H: pp. 75–82	Vocabulary: <i>confidence</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> • Main character chart
20		Brainstorm lines of thinking. <ul style="list-style-type: none"> • Co-create an evidence collection box Recall evidence from the text.	
21	Chapter 10 A: pp. 83–88 H: pp. 83–89	Vocabulary: <i>courageous vs. cowardly</i>	Collect text evidence. <ul style="list-style-type: none"> • Add to the evidence collection box
22	Chapters 10–11 A: pp. 88–99 H: pp. 89–99		Collect text evidence. <ul style="list-style-type: none"> • Add to the evidence collection box
23	Outside Text: Porcupines	Vocabulary: <i>contradict</i>	Gather important details from the text. <ul style="list-style-type: none"> • Add to the list co-created on day 6

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
24	Chapter 12 A: pp. 100–106 H: pp. 100–106	Vocabulary: <i>admire</i>	Focus on identifying important characters and inferring character traits—Ereth. <ul style="list-style-type: none"> Add to the character list
25	Chapter 13 A: pp. 107–115 H: pp. 107–116	Vocabulary: <i>hopeful</i>	Make predictions based on text evidence. <ul style="list-style-type: none"> Add to the evidence collection box
26	Chapter 14 A: pp. 116–122 H: pp. 117–123	Vocabulary: <i>vulnerable</i>	Identify the most important event in the story—the turning point—and use that event to infer the author’s message. <ul style="list-style-type: none"> Add to the evidence collection box
27		Turning Point Writing (Part 1)	
28	Chapters 15–16 A: pp.123–135 H: pp. 124–136		Recognize the author’s use of foreshadowing and make a prediction.
29		Turning Point Writing (Part 2—prediction)	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
30	Read-In Chapters 17–20 A: pp. 136–160 H: pp.137–161		
31		Shared Writing: Synthesis Summary	
32- 38		Formal Writing: Letter to Walt Disney Productions	