

Glory Be Scope and Sequence

NOTE: The lessons for this unit give page references for the Scholastic hardbound edition of *Glory Be* published in 2012.

Unit of Study: *Glory Be*

Genre: Historical Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>debate</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	Genre Chart	Use the genre chart to help students understand what to expect from historical fiction and to make predictions.	
3	Outside Text <i>Freedom Summer</i> by Deborah Wiles	Vocabulary: <i>segregate vs. desegregate</i>	Identify details about the setting.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapters 1–2 pp. 1–7	Vocabulary: <i>rumor</i>	Focus on using comprehension strategies to determine important characters. <ul style="list-style-type: none"> • Co-create a character list
5	Chapters 1–2 pp. 1–10	Vocabulary: <i>agitator</i>	Identify the problems in the story. <ul style="list-style-type: none"> • Co-create a problems list • Continue to co-create a character list
6	Chapter 3 pp. 11–18	Vocabulary: <i>ignore</i>	Identify the setting of the story and infer characters' circumstances. <ul style="list-style-type: none"> • Co-create a setting clues list • Continue to co-create a character list
7	Outside Text: “Mississippi Summer Project: Freedom Summer” by Sarah Collinge	Vocabulary: <i>excluded</i>	Build understanding of the historical setting of <i>Glory Be</i> .

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
8	Chapters 4–6 pp. 19–32		Identify the problems in the story. <ul style="list-style-type: none"> • Continue to co-create a problems list • Continue to co-create a character list
9	Chapter 7 pp. 33–37	Vocabulary: <i>hateful</i>	Identify important events. <ul style="list-style-type: none"> • Co-create an important events list
10	Chapters 7–8 pp. 37–53		Identify important events. <ul style="list-style-type: none"> • Continue to co-create an important events list
11		Retell Summary Writing	
12	Chapters 9–10 pp. 54–66		Focus on the main character and infer character traits. <ul style="list-style-type: none"> • Co-create a main character chart
13	Chapters 11–12 pp. 67–79	Vocabulary: <i>displeasure</i>	Focus on the main character and infer character beliefs. <ul style="list-style-type: none"> • Co-create a main character beliefs chart
14		Problem/Solution/Opinion Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
15	Chapters 13–14 pp. 80–88	Vocabulary: <i>suspicious</i>	Make predictions.
16	Chapter 15 pp. 89–98	Vocabulary: <i>gossip</i>	Infer character beliefs. <ul style="list-style-type: none"> Continue to co-create a main character beliefs chart Infer the author’s message. <ul style="list-style-type: none"> Co-create an author’s message list
17	Chapters 16–17 pp. 99–110		Infer character beliefs. <ul style="list-style-type: none"> Continue to co-create a main character beliefs chart Infer the author’s message. <ul style="list-style-type: none"> Continue to co-create an author’s message list Select a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box
18	Chapters 18–19 pp. 111–124	Vocabulary: <i>welcome</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
19	Chapter 19 pp. 122–132	Vocabulary: <i>convictions</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
20	Chapters 20–21 pp. 133–140	Vocabulary: <i>accused</i>	Make predictions.
21	Chapter 22 pp. 141–148	Vocabulary: <i>influenced</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box Identify the turning point.
22		Turning Point Writing, Part 1	
23	Chapters 23–25 pp. 149–161		Make predictions. <ul style="list-style-type: none"> Continue the turning point writing, with part 2
24	Chapters 26–31 pp. 162–196		Read-in.
25		Synthesis Summary	
26	Author’s Note pp. 197–199		Generate questions while reading.
27- 33		Formal Writing Project: Expository Letter to the Author	