

Maniac Magee Scope and Sequence

NOTE: The lessons for this unit give page references for the Little, Brown and Company paperback edition of *Maniac Magee* published in 1999.

Unit of Study: *Maniac Magee*

Genre: Legend

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>racially divided</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 Charts	Vocabulary: <i>embellished</i> Use the genre charts to help students understand what to expect from realistic fiction written as a legend.	
3	Before the Story pp. 1–2	Vocabulary: <i>truth vs. myth</i>	Identify details about the genre.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
4	Chapters 1–2 pp. 5–9	Vocabulary: <i>divided</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. 5–9		Identify the important events in the story. <ul style="list-style-type: none"> • Co-create a timeline of events
6	Chapter 3 pp. 10–13	Vocabulary: <i>ordinary</i> vs. <i>extraordinary</i>	Focus on using comprehension strategies to determine important characters. <ul style="list-style-type: none"> • Continue to co-create a character list
7	Chapters 4–8 pp. 14–28	Vocabulary: <i>feat</i>	Identify the important events in the story. <ul style="list-style-type: none"> • Co-create a list of Maniac Magee’s extraordinary feats

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8	Chapters 8–11 pp. 28–40		Identify the problems in the story. <ul style="list-style-type: none"> • Co-create a problems list • Continue to co-create a character list
9	Select pages	Vocabulary: <i>boundary</i>	Identify the setting. <ul style="list-style-type: none"> • Co-create a setting map
10	Chapters 12–13 pp. 41–49	Vocabulary: <i>fit in</i>	Make predictions. <ul style="list-style-type: none"> • Continue to co-create an extraordinary feats list
11		Retell Summary Writing	
12	Outside Text: “Parable of the Good Samaritan” Video	Vocabulary: <i>pity</i>	Gather background knowledge about an important topic—the good Samaritan. <ul style="list-style-type: none"> • Co-create a list of good Samaritan examples
13	Chapters 14–15 pp. 50–56	Vocabulary: <i>fame</i>	Focus on the main character and infer character traits. <ul style="list-style-type: none"> • Co-create a main character chart
14	Chapters 16–18 pp. 57–67	Vocabulary: <i>dislike</i>	Infer character feelings.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALLOUD
15	Chapters 18–21 pp. 67–76	Vocabulary: <i>worthy</i>	Make predictions. <ul style="list-style-type: none"> Continue to co-create an extraordinary feats list Continue to co-create a setting map Analyze the author’s craft. <ul style="list-style-type: none"> Analogy
16	Chapters 21–23 pp. 74–86	Vocabulary: <i>favor</i>	Infer character feelings.
17	Outside Text: “The Story of Flibber-o-Loo” Video	Vocabulary: <i>prejudice</i>	Analyze how two texts (Veggie Tales video & <i>Maniac Magee</i>) address similar topics. <ul style="list-style-type: none"> Continue to co-create a list of good Samaritan examples Name a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box
18	Chapters 24–25 pp. 87–95	Vocabulary: <i>out of life</i>	Analyze how two characters are alike and different. <ul style="list-style-type: none"> Co-create a comparison chart
19		Comparison Writing	
20	Chapters 26–29 pp. 96–109	Vocabulary: <i>amen</i>	Collect evidence. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
21	Chapters 30–33 pp. 110–123		Collect evidence. <ul style="list-style-type: none"> Continue to co-create an evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
22	Chapters 34–36 pp. 124–136	Vocabulary: <i>disgraced</i>	Collect evidence. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
23	Chapters 36–37 pp. 136–142	Vocabulary: <i>perilous</i>	Identify the important events in the story. <ul style="list-style-type: none"> Continue to co-create a list of extraordinary feats Identify the turning point. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
24		Turning Point Writing, Part 1	
25	Chapters 38–40 pp. 143–157		Make predictions. <ul style="list-style-type: none"> Continue with part 2 of the turning point writing
26	Chapters 41–46 pp. 158–184		Read-in
27		Synthesis Summary Writing	
28– 34		Formal Writing: Letter to a Neighbor	