

The Westing Game Scope and Sequence

NOTE: The lessons for this unit give page references for the Puffin paperback edition of *The Westing Game* published in 2004.

Unit of Study: *The Westing Game*

Genre: Mystery

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>chain of events</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>intrigue</i> Use the genre chart to help students understand what to expect from mystery, and to make predictions.	
3	Outside Text Part 1: “Ellen Raskin and <i>The Westing Game</i> ” Outside Text Part 2: “How the American Dream Works: The Origins of the American Dream”		Identify important information while reading. <ul style="list-style-type: none"> • Co-create a T-chart of information about the American Dream

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
4	Chapters 1–2 pp. 1–6	Vocabulary: <i>exclusive</i>	Identify the setting. <ul style="list-style-type: none"> Co-create a setting clues list
5	Chapters 2–3 pp. 5–16	Vocabulary: <i>façade</i>	Keep track of important events and make predictions. <ul style="list-style-type: none"> Co-create an important events list
6	Chapter 4 pp. 16–21	Vocabulary: <i>patriot</i>	Keep track of important events and make predictions. <ul style="list-style-type: none"> Continue to co-create an important events list
7	Chapter 4 pp. 18–20	Vocabulary: <i>legacy</i>	Gather information about an important character—Samuel W. Westing. <ul style="list-style-type: none"> Co-create a list of character traits <p>Keep track of important events using a timeline.</p>
8	Chapters 4–7 pp. 21–32	Vocabulary: <i>beneficiary</i>	Identify the problems. <ul style="list-style-type: none"> Continue to add to the important events list, and highlight any problems

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9	Chapter 5 pp. 22–27	Vocabulary: <i>perception</i>	Identify important characters. <ul style="list-style-type: none"> Co-create a list of suspects
10	Chapter 7 pp. 31–35	Vocabulary: <i>eccentric</i>	Identify important characters. <ul style="list-style-type: none"> Continue to co-create a list of suspects
11	Chapters 7–8 pp. 35–52		Keep track of important events and make predictions. <ul style="list-style-type: none"> Continue to add to the important events list, and highlight a problem
12		Retell Summary Writing	
13	Outside Text: “Andrew Carnegie”	Vocabulary: <i>ambition</i>	Build background knowledge about a topic—Andrew Carnegie. <ul style="list-style-type: none"> Co-create a list of events from Andrew Carnegie’s life
14	Chapters 9–11 pp. 52–64	Vocabulary: <i>defiant</i>	Focus on the main character and infer character traits—Turtle Wexler. <ul style="list-style-type: none"> Co-create a character traits chart

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
15	Chapters 11–13 pp. 64–72	Vocabulary: <i>divisive</i>	Focus on the plot—cause and effect. <ul style="list-style-type: none"> Co-create a cause and effect chart
16	Outside Text: Video: “The Story of the Witch Hunt” Article: “Witch Hunts and Persecution in America”	Vocabulary: <i>hysteria</i>	Build background knowledge about a topic—American symbolism: the Salem witch trials. Make a prediction.
17	Chapter 13 pp. 72–79	Vocabulary: <i>pretentious</i>	Identify important characters. <ul style="list-style-type: none"> Continue to co-create a list of suspects Make a prediction.
18	Chapter 14 pp. 79–87	Vocabulary: <i>resemblance</i>	Identify important characters. <ul style="list-style-type: none"> Continue to co-create a list of suspects Make a prediction.
19	Chapter 15 pp. 87–94	Vocabulary: <i>interrogate</i>	Focus on the plot—cause and effect. <ul style="list-style-type: none"> Continue to co-create a cause and effect chart
20	“The Last Will and Testament of Samuel L. Westing”	Vocabulary: <i>refine</i>	Focus on the author’s craft in order to draw out the author’s message.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
21		Lines of Thinking <ul style="list-style-type: none"> Co-create a list of possible lines of thinking 	
22	Chapter 16 pp. 94–99		Identify a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box
23	Chapters 17–18 pp. 99–111	Vocabulary: <i>deliverance</i>	Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
24	Chapters 19–21 pp. 112–126		Gather evidence to support a line of thinking. <ul style="list-style-type: none"> Continue to co-create an evidence collection box
25	Chapters 21–22 pp. 126–139		Gather evidence to support a line of thinking—turning point. <ul style="list-style-type: none"> Continue to co-create an evidence collection box

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26	Video: "The Richest Man in the World: Andrew Carnegie"	Vocabulary: <i>redemption</i>	Use an outside text to gain understanding of the author's message.
27		Vocabulary: <i>disgraced</i> Turning Point Writing	
28	Chapters 23–24 pp. 140–154	Vocabulary: <i>paranoia</i>	Use the turning point to make predictions.
29	Read-In Chapters 25–30 pp. 154–182		Read for enjoyment.
30		Synthesis Summary Writing	
31	Outside Text: Article: "Napoleon Hill" Video: "Napoleon Hill"		Gain understanding of the author's message. <ul style="list-style-type: none"> Co-create a list of important details from the outside text
32– 40		Formal Writing: Expository Writing	