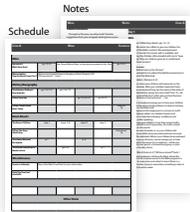


Instructor's Guide Quick Start

The BookShark Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?



Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know if your children comprehend the material. The questions are numbered to help you reference between the Parent Guide and the Student Guide.

To Discuss After You Read

- Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- A suggestions: white and dark meat chicken; green beans/ yellow beans; yellow tomatoes; yellow squash; dark

Vocabulary

orphan: a child whose parents are dead.
children's home: an orphanage.

Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

Note: The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plains, which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on flooding. To build it, the government spent 1.2 trillion yuan.

Section Three
Instructor's Guide Resources

Section Four
New User Information

Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.

How to Use the Schedule

Write in the week's date for your records.

The 🕒 symbol indicates there is a timeline suggestion in the notes for that day.

Additional space for your record keeping.

Use the extra row to schedule additional assignments or activities.

LITERATURE / LANGUAGE ARTS J		WEEK 1					SCHEDULE			
Date:	Day 1	1	Day 2	2	Day 3	3	Day 4	4	Day 5	5
Literature										
<i>The Thief</i>	chap 1		chap. 2		chap. 3		chap. 4			
Language Arts										
Creative Expression	Looking Back and Ahead (journal) 🕒									
Alternative Spelling	Pretest		Write		Sentences		Posttest			
Optional: Wordly Wise 3000 Book 8	Lesson 1 & Exercise 1A				Exercise 1B		Exercise 1C			
Other Notes										

Day 1

Literature

The Thief | Chapter 1

You may want to read the "Literary Analysis Overview," located in **Section Three** before you read the notes below.

Overview

The magus (wise advisor) of Sounis takes talented thief Gen out of prison in order to steal the hidden treasure. As they travel, they share myths; they are set upon by soldiers; they risk death at every turn. This is an awesome book with a surprising twist at the end!

Setting

The characters dwell and travel in Sounis, Eddis, and Attolia, three imaginary countries something like Greece, something like ancient times, but with watches and an occasional gun (first invented in the ninth century).

Characters

In *The Thief*, you'll get to know Gen and the Magus best, in addition to their travel companions Ambiades, Sophos, and Pol. However, because Gen tells the story, he controls what you know about them and himself. He knows no background about his companions and has no need to explain to readers his own background. So be careful about placing too much trust in perspective—one of these characters is not whom he seems!

📌 Special Note to Mom or Dad

More notes with important information about specific books.

The 📌 symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your kids.

Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Literature					
<i>The Thief</i>	chap 1 	chap. 2	chap. 3	chap. 4	
Language Arts					
Creative Expression	Looking Back and Ahead (journal) 				
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: <i>Wordly Wise 3000 Book 8</i>	Lesson 1 & Exercise 1A		Exercise 1B	Exercise 1C	
Other Notes					

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Day 1
Literature

The Thief | Chapter 1

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Point of View

Point of view is the perspective from which a story is told. Gen tells this story, so it is a first person autobiographical point of view.

Conflict

The primary conflict of *The Thief* is person vs. person, as Gen and the Magus struggle against one another to achieve different goals. However, there are other person vs. person conflicts as well as elements of person vs. fate and nation vs. nation.

 Special Note to Mom or Dad

Theme

The theme of a story is the author's overarching observations about human nature. Themes often include a moral lesson. As you read, try to identify the main theme of the story. Feel free to mark passages in your book that you feel most powerfully express that theme.

Vocabulary

... the lamp in the **sconce** outside my door ...

... to look **lithe** and graceful and perhaps **feral** ...

... sat back in my chair, **mollified** and delighted ...

* * *

megaron: the great hall of the Grecian palace complexes. It was a rectangular hall, fronted by an open, two-columned porch, and a more or less central, open hearth vented through an oculus in the roof above it and surrounded by four columns.

agora: in ancient Greece, a public open space used for assemblies and markets.

amphora: a tall ancient Greek or Roman jar with two handles and a narrow neck.

hypocaust: a hollow space under the floor of an ancient Roman building, into which hot air was sent for heating a room or bath.

To Discuss After You Read

1. What previous contact had Gen had with the magus and the King of Sounis before the meeting in the study? ➔
2. What threat does the King promise Gen? ➔

Language Arts

Please read the "Literary Analysis Overview," located in **Section Three** before you read this week's Creative Expression assignment.

Creative Expression | Looking Back and Ahead (journal)

Note: As we would like you to work on writing throughout the week, you will find that many assignments can not be completed on Day 1 when assigned. We do this so that you know what is coming as you read throughout the week. Plan to have the Creative Expression assignment due on Day 4.

We call all writing assignments "Creative Expression." The actual assignments, however, encompass a wide variety of writing tasks, styles, and skills. For example, you will encounter traditional composition practice (formal essays, informal thank-you notes), research, poetry, book reports, analysis, and fun creative writing assignments.

To get you back into the swing of things, we'll start with journal writing. This type of writing is all about reflecting on your own thoughts. It typically doesn't include much prior

planning, revising, or editing. The point is to get your brain and your fingers back into the habit of writing each day.

For this assignment, you'll be doing some looking back and some looking ahead. Here are some questions for each approach:

Looking Back

1. How have you grown as a student?
2. What has been a challenge for you in the past?
3. What have your favorite learning experiences been (a certain book, field trip, writing piece)?
4. How would you describe your learning as you left off at the end of last school year?

Looking Ahead

1. What do you hope to learn this year?
2. How do you plan to overcome challenges?
3. In what areas do you hope to exercise more independence?
4. Which new book title has caught your eye and why?

You don't have to stick to this specific set of questions. However, do plan to write each day and to cover both perspectives.

Alternative Spelling

If you don't have a spelling program we provide one for you. Our spelling program consists of 500 of the most commonly misspelled words in American English. One way to use these words:

Day 1: Give your students a pretest. Read the spelling words for the week to your students. Have them write the words and see how many they can spell correctly without seeing them first.

Day 2: Have your children write out each of the words three times. If any are spelled wrong on Day 1, have your children write the misspelled words ten times.

Day 3: Have your children incorporate each spelling word into a sentence, making sure they use the word in the proper context.

Day 4: Give your students a posttest. Read the spelling words to your students. They may either recite them orally or write them as you say them. We suggest you add any misspelled words onto the next week's spelling list.

Alternative Spelling | Pretest

Words: absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Optional: *Wordly Wise 3000 Book 8* | Lesson 1 & Exercise 1A

Day 2

Literature

The Thief | Chapter 2

Vocabulary

... crossing the more **circuitous** Sacred Way ...

... thanks to the **ministrations** of the king's magus ...

... the edge of a **veranda**.

... not even an **undulation** in the ground ...

... I **consigned** to the fires ...

Not exactly **stalwart**, are you?

* * *

retort: a glass container with a long neck, used in distilling liquids and other chemical operations.

To Discuss After You Read

Gen mentions a lion gate. To see photos online of a real life lion gate, such as the entrance to Mycenae in southern Greece see our IG links page at www.bookshark.com/iglinks.

3. Briefly describe each of Gen's traveling companions. ➔

Language Arts

Creative Expression | Looking Back and Ahead (journal)

Journal writing, while not as structured as some other forms, should have some logical organization. Don't just ramble on without organizing your thoughts. Try to tackle a few focus questions (like we suggested on Day 1) and thoroughly explore each one. You'll probably find that as you write, new ideas come to you. Consider whether they add meaning to your writing or distract from your main thoughts.

If you're having trouble getting started, use lists to get the juices flowing. Perhaps list your five favorite books, your two strongest subjects, or three lessons you learned about writing last year. Then, expand each list into reflective writing about each topic. Here's an example of journal writing that digs below the surface to reveal thoughtful reflection:

I've always kind of dreaded math, even though it's one of my stronger subjects. I think it's something about the black-and-white nature of the answers. There's no sliding scale like there is with reading comprehension or writing. You're either right or wrong and I feel pressure to be right. In some ways, I think this pressure I feel drives me to do well. I read questions carefully, show my work, and check my answers. But the pressure also takes away some of my enjoyment of math, especially when it comes to taking risks.

Alternative Spelling | Write

Words: absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Day 3

Literature

The Thief | Chapter 3

Vocabulary

...blending together into an **undifferentiated** forest

...made my **hackles** rise.

...liked to put people in a **hierarchy** ...

...in spite of my **subservient** position...

The magus **commiserated**.

He's probably **septic**.

...just a little more **condescending** ...

To Discuss After You Read

4. Why was Gen imprisoned? [p. 58] ➔

Language Arts

Creative Expression | Looking Back and Ahead (journal)

Keep writing! Remember, you'll want to devote time to both perspectives of your reflective journal – looking back and looking ahead. This isn't an assignment that you'll finish in a day or two because the assignment is to write for four days! If you find yourself stumped for ideas, flip through the new curriculum. Look at the books you'll be reading. Look at the names of your Creative Expression assignments. Or, if you're still reflecting on earlier learning, look through some old assignments.

Note to Parents: Today is a good time to check in and make sure your students are reflecting, not just recapping. The difference is in the depth of personal connection and discovery. If you find that their writing so far is a recap of last year ("I learned about animal life cycles. I saw a one-man play."), it's time to stop and dig further into those ideas. Ask your students questions like the ones on Day 1 to get them thinking reflectively.

Alternative Spelling | Sentences

Words: absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Optional: *Wordly Wise 3000 Book 8* | Exercise 1B

Day 4

Literature

The Thief | Chapter 4

Vocabulary

... as I had been doing **assiduously** since our first meal...

... the only easily **traversable** pass ...

There is an almost infinite **pantheon** ...

When a **usurper** stole the stone ...

He smiled **benignl** ...

Once I **elicited** the information ...

... dropped my mouth open in **patent** disbelief ...

To Discuss After You Read

5. What do we know about Eddis? ➡

Language Arts

Creative Expression | Looking Back and Ahead (journal)

One more day of journal writing! If it helps, read back over what you've written on Days 1-3. Perhaps it will spark some new insights. Although journals generally remain single-draft writing pieces, go ahead and re-word or correct anything that you spot as incorrect or needing improvement. Then go forward as you write your final entry today.

Alternative Spelling | Posttest

Words: absence, academic, accept, access, cafeteria, calendar, campaign, dangerous, deceive, ecstasy, facilities, ignorance, pamphlet, pandemonium

Optional: *Wordly Wise 3000 Book 8* | Exercise 1C ■

Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Literature					
<i>The Thief</i>	chap. 5	chap. 6	chap. 7	chap. 8	
Language Arts					
Creative Expression	A Short Story of Mythical Proportions (narrative elements) ^N				
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: <i>Wordly Wise 3000 Book 8</i>	Exercise 1D		Exercise 1E & Vocabulary Extension	Lesson 2 & Exercise 2A	
Optional: <i>Analogies 1</i>			pp. 1–3	pp. 4–6	
Other Notes					

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Day 1

Literature

The Thief | Chapter 5

Vocabulary

- ... **emigrants** like your mother ...
- ... reached the end of the **debased**.
- ... reached the end of the **balked**.
- I retired **chagrined** from the field of contest.
- ... your first **heathen** temple.
- ... she will **intercede** on their behalf.

flysch: a deposit of sedimentary rocks.

To Discuss After You Read

1. What is Hamiathes’s Gift? ➔
2. The magus claims that he needs to steal the Gift in order to persuade Eddis to marry Sounis. What is the real reason? ➔

Language Arts

Creative Expression | A Short Story of Mythical Proportions

Your assignment this week is to use *The Thief* as inspiration to write your own short story based upon a Greek myth or, if you prefer, a favorite fairy tale. You can create

^N Special Note to Mom or Dad

one from scratch, as did Megan Whalen Turner, or retell a story, expanding on it in a new and interesting way.

If you want or need to, do a little research on Greek myths. You'll be surprised by the number of myths that you're already familiar with. In fact, as you think about which myth or fairy tale to use, evaluate the possibilities critically. Is there something about a particular myth or fairy tale that you disagree with? Is there something that jumps out at you as being particularly inconsistent with real life? Hopefully this thought process will help you to choose a myth or fairy tale as inspiration, and also to develop an interesting angle or theme to guide your story.

If you're wondering how long exactly a short story is, that will depend upon several things: the myth or fairy tale you choose, what you want to say in your version, how inspired you are, etc. Enjoy the freedom from length constraints.

A good start today would be to review some Greek myths and fairy tales. Try to narrow your inspiration down to 2-3 options and jot down some "literary analysis points" about each: setting, characters, point of view, conflict, and theme. This will give you a good frame of reference from which to launch your myth writing.

Note to Parents: This writing assignment is the quintessential narrative — a story with a beginning, middle, and end. Your students should be very familiar with this structure and its elements from the time you read them their first picture book. Keep in mind the purpose of this ; myths serve as entertainment, but can also be instructional or attempt to explain natural phenomena. For finer points on setting, characters, point of view, theme, and plot, refer to the Literary Analysis Overview in **Section Three**.

Alternative Spelling | Pretest

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Optional: *Wordly Wise 3000 Book 8* | Exercise 1D

Day 2

Literature

The Thief | Chapter 6

Vocabulary

... the **precipitous** edge of the mountain...

Well, **dithering** won't help ...

A little **circumspection** might be wise ...

I paused a **filch** a comb...

... not a **propitious** start to the day.

* * *

dystopia: an imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one. The opposite of utopia.

To Discuss After You Read

Note: During the Eumen conspiracy, Ambiadēs' grandfather "tried to return the oligarchy." This means that, rather than a king (monarchy), the grandfather wanted some form of oligarchy, or rule by a few; presumably, himself and a few choice friends. This didn't work, and he was killed, with his lands and titles forfeit to the king. So Ambiadēs is extremely poor, from a disgraced family, yet, on some level, hoping to be honored for his ancestry.

3. What mystery does Ambiadēs offer? ➔
4. The original Eugenides gets immortality, but also what? ➔

Language Arts

Creative Expression | A Short Story of Mythical Proportions

Look back at the literary analysis of myths you did yesterday. Does one myth or fairy tale stand out from the others as particularly inspiring? Use it today to plan your version of the myth. One way to put a fun, new twist on an old tale is to change an element of the story. Perhaps you can retell the story of Apollo's Oracle at Delphi, but replace the main character with your best friend. Maybe you'd like to move Rapunzel and her story to a modern-day city. What would the story of Goldilocks sound like if it was told from her point of view?

If you prefer, start from scratch with your own myth. Use the literary analysis elements to plan your story. Keep in mind that myths often teach a moral lesson or explain how something in the natural world came to be.

Today, create a framework for your story based on the story structure you read about in Section Three: Student Guide Resources. Your plot should include exposition (background information), rising action, a climax, falling action, and a resolution. Draw a plot line that shows these changes in action. Add details about each section that you'll want to incorporate into your writing.

Alternative Spelling | Write

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Day 3

Literature

The Thief | Chapter 7

Vocabulary

- ... **interposing** himself ...
- ... to keep it from **sidling** ...
- ... cast a **contemptuous** glance in my direction.
- ... for fear of **contagion**.
- ... that's **treasonous**.
- ... made Sophos **writh**.
- ... the **striations** in the soil ...

To Discuss After You Read

5. When Gen is beaten for his assumed theft of food, what new bits of information do we learn about him? ➔
6. Gen has several distressing things happen to him in Chapter 7. What are they? ➔
7. What does Gen learn about Sophos? ➔
8. When Gen learns a bit of the history of the magus, what light does it shed on his own life? ➔
9. What casual dig infuriates Ambiades? ➔

Language Arts

Creative Expression | A Short Story of Mythical Proportions

It's time to get writing! Beginning in chapter 5 of *The Thief*, you saw two good examples of myths as Megan Whalen Turner told the stories of Earth's Creation and the Birth of the Gods and The Birth of Eugenides, God of Thieves. Notice how she incorporates dialogue into each myth. Dialogue between characters helps reveal their personalities and it moves the plot forward.

As you write your first draft today, let your notes from Day 1 and Day 2 guide you. Include dialogue where it is meaningful to the story. If your myth is longer than 2-3 pages, you may continue writing tomorrow.

Alternative Spelling | Sentences

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Optional: Wordly Wise 3000 Book 8 | Exercise 1E & Vocabulary Extension

Optional: Analogies 1 | pp. 1–3

Day 4

Literature

The Thief | Chapter 8

Vocabulary

- ... Eugenides **evaded** his request ...
- ... he nagged and **cajoled** ...
- ... flowed through a **sluice** in its dam.
- ... waved one hand in a vague **benediction** ...
- ... I muttered a **perfunctory** prayer to the god of thieves ...
- ... gotten myself **irretrievably** stuck ...
- ... of the gods or of their **supplicants**.

The magus had been **swoggled** ...

... feet began moving of their own **volition** ...

* * *

peplos: a rich outer robe or shawl worn by women in ancient Greece, hanging in loose folds and sometimes drawn over the head.

naos: was the sanctuary, the innermost chamber, of a Greek temple.

pronaos: a vestibule at the front of a classical temple, enclosed by a portico and projecting sidewalls.

canted: sloped or tilted.

opisthodomos: treasure room of a temple.

fibula pins: a brooch for fastening garments.

To Discuss After You Read

10. In his dream, what instruction is Gen given? [p. 146] ➔

Language Arts

Creative Expression | A Short Story of Mythical Proportions

Today, finish writing your myth. Then, reread and revise. Don't rush this process! When you revise, your goal is to make your work sound better. Will it make sense to readers? The main steps in revising are adding, removing, and rearranging. Once your writing sounds good, it's time to make it look good by editing. Editing involves making changes to spelling, punctuation, capitalization, sentence structure, grammar, and other aspects of writing. If you used dialogue in your story, pay close attention to how it is punctuated.

Note to Parents: The grammatical rules for writing dialogue are complex. Depending on how much attention you have given this topic, you may want to use this writing piece as a "teachable moment" to further your students' dialogue-writing skills. Look at this area of their writing

as an opportunity for instruction rather than assessment. However, if writing dialogue something you expect your students to do correctly at this point, go ahead and include it in the rubric below.

How To Evaluate This Week's Assignment

For this early assignment, we provide a simple checklist rubric. Feel free to work through it with your students to evaluate their writing together or use it yourself to provide feedback. One way to distinguish different areas of writing is to color-code your feedback. Use one colored pencil or marker to correct or comment on organization and another color to correct spelling and punctuation. That way, it's easy to tell which areas need the most attention.

Fictional Narrative Rubric			
Content			
<i>Yes</i>	<i>Partially</i>	<i>No</i>	
			Presents a well-developed story with a beginning, middle, and end
			Develops characters through dialogue, action, and narration
			Uses sensory language, well-chosen details, dialogue and other techniques to advance the plot
			Sequences events logically, using transition words as appropriate
Mechanics			
<i>Yes</i>	<i>Partially</i>	<i>No</i>	
			Uses correct grammar, capitalization, punctuation, and spelling
			Punctuates dialogue correctly and includes a variety of attributions
			Uses a variety of sentence structures effectively

Alternative Spelling | Posttest

Words: insistence, instructor, committee, companies, apparently, actual, lieutenant, conceive, liveliest, maneuver, athletic, whole, wholly, handicapped

Optional: *Wordly Wise 3000 Book 8* | Lesson 2A & Exercise 2A

Optional: *Analogies 1* | pp. 4–6 ■

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Date:	Day 1 ¹¹	Day 2 ¹²	Day 3 ¹³	Day 4 ¹⁴	Day 5 ¹⁵
Literature					
<i>The Thief</i>	chap. 9	chap. 10	chap. 11	chap. 12	
Language Arts					
Creative Expression	Timed Essay (argumentative essay)				
Alternative Spelling	Pretest	Write	Sentences	Posttest	
Optional: <i>Wordly Wise 3000 Book 8</i>	Exercise 2B		Exercise 2C	Exercise 2D	
Optional: <i>Analogies 1</i>	pp. 7–8 word pairs 1–12				
Other Notes					

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Day 1

Literature

The Thief | Chapter 9

My **predecessor** came here ...

An **astute** observation ...

... and my ready **compliance** ...

The magus **capitulated** with a smile ...

... a comforting **pretense** of anonymity...

... cast its **frugal** glow ...

... afraid of the **retribution** ...

... to get some **purchase** in order to lift my head ...

To Discuss After You Read

1. Who does Eugenides meet unexpectedly in Chapter 9? ➡
2. What unexpected enemy does Eugenides make in Chapter 9? ➡

Language Arts

Creative Expression | Timed Essay Practice

This week's assignment is designed to help you prepare for timed essays. You have a specific task, a limited amount of time, and detailed criteria to meet.

In this case, you will have to read a short quote and then form an opinion on a question and defend it in writing.

 Special Note to Mom or Dad

Your goal is to write a well-argued position essay in only 35 minutes.

This is not the place to write a compelling story with sensory details and dialogue. You should write an essay with a specific thesis that states your claim and includes evidence to back it up.

To do well, you have to manage your time well. Here is a recommended strategy:

1) Spend 5 minutes carefully reading the question and planning out what you are going to write. A brief outline should include a thesis statement and, for each paragraph, a reason or evidence along with supporting details. Don't waste time here writing out complete sentences. Just jot some quick ideas to give yourself a general structure.

2) Spend 20 minutes writing your essay.

3) Spend 10 minutes reading through your essay, checking for any mistakes, and making whatever quick revisions you can.

To earn a high score on your essay, it must:

1. Effectively and insightfully develop a point of view on the issue;
2. Demonstrate outstanding critical thinking, using clear and appropriate examples, reasons, and other evidence as support;
3. Be well-organized and clearly-focused, with a logical progression of ideas;
4. Exhibit skillful use of language, including specific vocabulary;
5. Demonstrate meaningful variety in sentence structure.

So, let's go! Today, set a timer for 35 minutes and then write as clearly and concisely as possible on the following prompt: "That which doesn't slay me, strengthens me." Do you agree or disagree?

Alternative Spelling | Pretest

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Optional: Wordly Wise 3000 Book 8 | Exercise 2B

Optional: Analogies 1 | pp. 7–8 word pairs 1–12

Day 2

Literature

The Thief | Chapter 10

Vocabulary

... how close he was to being **spitted**.

My tone **nettled** him ...

... **recriminations** of uselessness ...

... eager to **divest** myself of the gods' attention...

* * *

stela: also stela; an upright stone slab or column typically bearing a commemorative inscription or relief design, often serving as a gravestone.

ostler: hostler; one in charge of the horses of those staying at an inn.

To Discuss After You Read

3. Very early on, the magus and Gen had an interesting interaction. "We might someday attain a relationship of mutual respect," he said softly. First, I thought, I will see gods walking the earth. He went on. "For now I will have your obedience". How does this possibility play out? ➔
4. Why did Sophos know that the stone was Hamiathes's Gift? ➔
5. What unsettling thing happens to Gen when he steals horses? ➔
6. Is Gen pleased that the god of thieves is helping him? [p.212] ➔
7. Why does Gen decide to help the magus? ➔

Language Arts

Creative Expression | Timed Essay Practice

How did it go yesterday? Were you able to complete your essay in the allotted time? Are you happy with the result?

Today, review and revise your essay with the following areas in mind: organization (does my essay flow in a logical manner?), focus (do I narrowly address the topic?), development (do I fully develop my essay, i.e. do what I say I'm going to do?), word choice (have I used appropriate vocabulary?), sentence fluency (are my sentences easy to read?), and grammar and mechanics (is my essay "technically" correct?).

If you'd like some extra practice today, try the task again by addressing the opposite point of view. Work through the same steps as yesterday to plan, write, and revise your essay. Which one came out better? Tomorrow, we'll start again with a new prompt.

Alternative Spelling | Write

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Day 3

Literature

The Thief | Chapter 11

Vocabulary

Discretion prevented me from saying ...

The magus was **consternated**.

My new, **vehement** belief in the gods ...

...we will be **subjugated** as we never were before ...

To Discuss After You Read

8. Gen thinks about the killing he did. "I might just as well have stabbed him in the back in an alley". Is Gen right to think that? [p. 238] ➔
9. As Gen talks to Eugenides, he says, "The god beside me was silent, and the silence stretched out from my bedside through the castle and, it seemed, throughout the world as I remembered that Lyopidus had burned and died while Eugenides had not". What does this mean? [p. 235] ➔
10. What does the god mean when he says to Gen, "His wife died in the winter. His three children live with their aunt in Eia"? [p. 236] ➔
11. What does the magus want most in the world? ➔
12. Why does Gen have a feather-shaped scar on his cheek? ➔

Language Arts

Creative Expression | Timed Essay Practice

Are you ready to give it another go? Now that you've experienced writing an essay on an assigned topic in only 35 minutes, you can apply what you learned. Try to make today's writing even better.

Remember, we recommend a strategy of 5 minutes planning, 20 minutes writing, and 10 minutes revising. However, you can adjust that based on your experience on Day 1.

Also remember that your essay should:

1. Effectively and insightfully develop a point of view on the issue;
2. Demonstrate outstanding critical thinking, using clearly appropriate examples, reasons, and other evidence as support;
3. Be well-organized and clearly-focused, with a logical progression of ideas;
4. Exhibit skillful use of language, including specific vocabulary;

5. Demonstrate meaningful variety in sentence structure.

Set a timer for 35 minutes and then write as clearly and concisely as possible on the following prompt: Adults have it easier than kids. Do you agree or disagree?

Alternative Spelling | Sentences

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Optional: Wordly Wise 3000 Book 8 | Exercise 2C

Day 4

Literature

The Thief | Chapter 12

Vocabulary

... managed a **perfunctory** appearance ...

... my queen and **staunchest** defender ...

If the gods were **incarnations** of the mountains ...

... responsibility to be **opulent** ...

... powers to **confer** immortality ...

... he was feeling **vindicated** ...

* * *

torque: also spelled torc; a neck ring.

cabochon: a gem polished but not faceted.

Asklepios: a god of medicine in ancient Greek religion and mythology.

To Discuss After You Read

As Gen and the others go to the palace of Eddis, he mentions the ponies' hooves "as they climbed the stone roadway that ran up the cleft in the mountains, cut by the Aractus before its path had changed" (p. 258). This is a reference to the story of Eugenides and the Great Fire (p. 151): it was the Aractus that had no desire to help Eugenides.

13. What surprises show up in the final chapter? ➔

14. How did Pol know Gen's identity? ➔

When Gen says to the magus, "I'll probably have to burn it" (p. 266), he's referring back to the initial interview, where Gen sits in the most comfortable chair and the magus tells him that it will now have to be cleaned (chap. 10).

Review

15. Now that you've finished the book, can you think of any hints that pointed to the surprise ending? ➡

Did you catch who commissioned Gen to attempt his foolhardy plan? "After years spent trying to dissuade me from wasting my time acquiring valueless skills, he had come to my study one night to tell me why the queen of Eddis would consider a marriage proposal from Sounis and why her council, himself included, urged her to accept. He'd left a stack of double-heavy coins on the table and gone away" (266). Piecing the story together, Sounis had sent a message to Eddis that he had Hamiathes's gift and was, thus, rightful king. Gen assumes that is because Sounis wants the pass so he can invade Attolia in revenge, but it could be that he is taking the long view, as is the magus, and wants Eddis so the three countries can fight against the Mede. In any case, Gen's father basically gives Gen the money and motivation to go get the Gift, whether by stealing it from Sounis's megaron or, as ends up happening, drinking through cheap taverns until he's arrested.

Setting

16. What details about the setting of *The Thief* give the story a mythical quality? ➡

Characters

17. How would you characterize Gen? ➡
18. Who is Gen's antagonist? ➡

Point of View

19. Did you like the first person telling? Was it effective? ➡

Conflict

20. What kind of conflict do you think this book has? ➡

Theme

21. What do you think is the theme of this book? ➡

Language Arts

Creative Expression | Timed Essay Practice

Today, evaluate your Day 3 writing. How does this essay compare with the one you wrote on Day 1 (and possibly Day 2)? What have you learned about writing a timed essay on a given topic?

Review and revise your essay today. Remember to check for organization, development, word choice, sentence, and grammar and mechanics.

Again, if you feel you need some extra practice or would like to challenge yourself, try the task again by addressing the opposite point of view.

Choose your best essay from this week to turn in for assessment.

How To Evaluate This Week's Assignment

This writing assignment, with its strict time constraints and structure, is practice for standardized tests. Therefore, evaluate it in the same light. Use the rubric on the following page to help guide your assessment. Share the process with your students, and not just the end result. You'll notice that the rubric does not result in a single overall score (do not add up the individual performance indicators). Its purpose is to describe each area of the writing independently and provide feedback for growth.

Keep in mind that this is the first assignment of this type, but it won't be the last. Refer back to this evaluation later in the year when your students try a similar task again.

Alternative Spelling | Posttest

Words: beginning, celebrate, loyalty, meant, practically, playwright, formally, formerly, proceed, sorrowful, susceptible, eloquently, punctuation, qualities

Optional: *Wordly Wise 3000 Book 8* | Exercise 2D ■

Timed Essay Rubric			
	Level 5	Level 3	Level 1
Content			
<i>Organization</i>	Clear, interesting introduction states a claim. The text has an effective structure and organization that follows from the claim.	States a claim. Overall, the text is organized logically.	No clear statement of a claim. Little evidence of organization or structure.
<i>Development</i>	Sufficient relevant evidence to support the claim. Level of detail is appropriate to the task. Possibly considers counterclaims. Concluding statement effectively reinforces the claim.	Reasons support the argument logically and demonstrate understanding of the topic. Concluding statement restates the claim.	Reasons do not clearly support the argument or include few/no details. Concluding statement is illogical or missing.
<i>Language</i>	Uses various, relevant words, phrases, and clauses to show the relationship between reasons and the claim. Links major sections of the text. Uses sophisticated language and specific vocabulary.	Words, phrases, and clauses link ideas clearly. Uses appropriate language and vocabulary.	Lacks the use of linking words and phrases or uses them incorrectly. Inaccurate or inappropriate use of language and vocabulary.
Mechanics			
	Demonstrates proficient command of conventions and grammar with few/no errors.	Demonstrates grade-appropriate command of conventions and grammar with occasional errors that do not hinder comprehension.	Demonstrates a lack of command of conventions and grammar with frequent errors that hinder comprehension.

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Literature & Language Arts J

Scope and Sequence: Schedule for Topics and Skills

Week	Literature	Creative Expression
1	<i>The Thief</i> Ch. 1-4	Looking Back and Ahead (journal)
2	<i>The Thief</i> Ch. 5-8	A Short Story of Mythical Proportions (narrative elements)
3	<i>The Thief</i> Ch. 9-12	Timed Essay (argumentative essay)
4	<i>Going Solo</i> pp. 1-66	Response Paper (analyzing plot)
5	<i>Going Solo</i> pp. 67-140	Memoir (personal narrative)
6	<i>Going Solo</i> pp. 141-210	Response Paper (analyzing character)
7	<i>The Gammage Cup</i> Ch. 1-5	Adventure Stories (compare and contrast)
8	<i>The Gammage Cup</i> Ch. 6-11	Travel Guide (expository)
9	<i>The Gammage Cup</i> Ch. 12-19	A Good Hook (narrative)
10	<i>The Gammage Cup</i> Ch. 20-26	Response Paper (analyzing conflict)
11	<i>Strange Case of Dr Jekyll and Mr Hyde</i> pp. 5-33	Read All About It! (newspaper)
12	<i>Strange Case of Dr Jekyll and Mr Hyde</i> pp. 34-66	Read All About It! (newspaper)
13	<i>Outlaws of Sherwood</i> Ch.1-6	Response Paper (analyzing point of view)
14	<i>Outlaws of Sherwood</i> Ch. 7-13	Forgotten Chapter (narrative writing)
15	<i>Outlaws of Sherwood</i> Ch. 14-19	What's Your Opinion? (argumentative essay)
16	<i>Outlaws of Sherwood</i> Ch. 20-25	Literary Analysis Snapshots
17	<i>Treasure Island</i> Ch. 1-9	Research Project or Radio Broadcast
18	<i>Treasure Island</i> Ch. 10-18	Research Project or Radio Broadcast
19	<i>Treasure Island</i> Ch. 19-26	Research Project or Radio Broadcast
20	<i>Treasure Island</i> Ch. 27-34	Research Project or Radio Broadcast
21	<i>Mrs. Frisby and the Rats of NIMH</i> pp. 3-82	Timed Essay (descriptive writing)
22	<i>Mrs. Frisby and the Rats of NIMH</i> pp. 83-157	Compare/Contrast
23	<i>Mrs. Frisby and the Rats of NIMH</i> pp. 158-233	Literary Analysis Snapshots
24	<i>The Westing Game</i> Ch. 1-10	Interview
25	<i>The Westing Game</i> Ch. 11-19	Character Sketches
26	<i>The Westing Game</i> Ch. 20-30	Whodunnit? (persuasive writing)
27	<i>The Giver</i> Ch. 1-10	The Way It Is (expository writing)
28	<i>The Giver</i> Ch. 11-18	Response Paper (analyzing genre)
29	<i>The Giver</i> Ch. 19-23 / <i>A Christmas Carol</i> staves 1-2	Human Connection (personal letter)
30	<i>A Christmas Carol</i> Staves 3-5	Holiday memory (descriptive writing)
31	<i>Pictures of Hollis Woods</i> First Picture-Third Picture	Writer's Choice
32	<i>Pictures of Hollis Woods</i> Ch. 3-Ch. 10	A Picture (personal narrative)
33	<i>Pictures of Hollis Woods</i> Ninth Picture-End	How-To (expository writing)
34	<i>Enchantress from the Stars</i> pp. 1-75	Fantasy (narrative writing)
35	<i>Enchantress from the Stars</i> pp. 76-143 break	What in the World is THAT (descriptive writing)
36	<i>Enchantress from the Stars</i> pp. 143 break-213 break	Response Paper (analyzing theme)

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