



Memorandum

To: Grade 7 & 8 Crossroads Teachers

From: Lynn Taylor-Roehm,  
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Gagelearning

Re: Long Range Planning

A couple of weeks ago, I had the opportunity to work with a group of teachers who had just purchased the **Crossroads** material. They wanted some support with the implementation of this wonderful resource and I was pleased to be able to share some ideas with them.

As we discussed long range planning, I presented a rationale I had used in my classroom. While the ideas are not unique, radical, or "cutting edge", the group felt that other teachers using **Crossroads** would probably find them useful. They suggested I post my overheads on our website so that more teachers could access them.

So, I share the following ideas as a starting point, food for thought or as an idea which you might consider in your planning. The suggestions are not meant to be "the way" to use **Crossroads** and may not work in your particular situation or with your class. However, I share them in the spirit of "working together" and hope that they might be of some help to you.

In the meantime, if you are using **Crossroads** and have a unit planned, if you have a rubric developed specifically for **Crossroads** or if your students have completed a project they particularly enjoyed, I would love to hear from you. Send me your ideas and I will try to post them on the Gagelearning website for other **Crossroads Grade 7 & 8** teachers.

Regards,

**Lynn**



# Using Crossroads in the Classroom

Try using a unit/theme **as outlined in the Teacher's Guide**. Following the suggestions provided by the authors will give you the background knowledge needed to use Crossroads in a number of different ways at a future date.

1. To begin your long range planning consider the time you have for your program:
  - a. Consider you have approximately **36 instructional weeks** in a year (several weeks seem to disappear with track meets, concerts, field trips, etc.)
  - b. Determine the **number of units** you will be able to cover within the year (Crossroads has 6 units per grade and you will probably want to do 2 additional novel study units)
  - c. Decide on the **number of minutes per day** for your Language Arts program (I always work towards a minimum of 75 minutes per day including my spelling program)
2. Plot your long range plans on a calendar or make an overview plan like the following example:

## Crossroads – Grade 7 Long Range Plans

**Unit 1:** *Find the Courage: Personal Focus*

5 weeks (September – October)

**Unit 2:** *Think Outside the Box: Innovations*

5 weeks (October – November)

**Unit 3:** Novel Study

2 – 3 weeks (November)

**Unit 4:** *A Fiction Mix: Short Stories*

6 weeks (January – February)

**Unit 5:** *On the Funny Side*

5 weeks (February – March)

**Unit 6:** Novel Study

3 weeks (March – April)

**Unit 7:** *A Better World: Issues*

5 weeks (April – May)

**Unit 8:** *Disasters!: Media Mix*

5 weeks (May – June)



3. Begin the unit planning by:

- a) **Surveying the anthology selections** to determine the reading levels and the variety of genre. You will need to make some choices about what you will use and what you will omit so this information will be invaluable in your planning.

Example:

Unit 5: Grade 7: *On the Funny Side* - 25 Class periods

- i) Reading selections for the **Whole Class**:
  - 1) Just for a Laugh (E+)
  - 2) Writing on the Funny Side of the Brain (A+)
  - 3) Thank You, Uncle Ben (A)
  - 4) Great Cows of History (E)
- ii) Reading selections for Group 1- **Challenge**:
  - 1) Introducing Norbert (A+)
  - 2) Quips and Quotes (C)
- iii) Reading selections for Group 2- **at Grade level**:
  - 1) Frog (E)
  - 2) The Friends of Kwan Ming (A)
- iv) Reading selections for Group 3- **Support**;
  - 1) Frog (E)
  - 2) Make Me Laugh (BLM - Alternate reading selection)

- b) **Determine the Expectations or Outcomes** you will be focusing on, as well as the ones you will be assessing in the unit

Example:

Unit 5: Grade 7: *On the Funny Side* - 25 Class periods

Oral Communication:

Use non-verbal techniques - Tell a joke

Writing:

Produce pieces of writing using a variety of forms: humorous letter, how-to article

Visual Communication:

Analyse and interpret media works - humorous advertisements

Reading:

Read independently selecting appropriate reading strategies – visualization, comparison

- c) Decide on the **number of days** you will be able to spend on **each on selection** and chart it out on either a calendar or as follows:

Example:

Crossroads – Grade 7 Long Range Plans for - Unit 5:

**On the Funny Side**

Days 1-2: Unit Opening Activities

Days 3-5: Just for a Laugh – all students – provide extra support for Group 3 as required

Days 6-7: Group 1: Make Me Laugh (alternative reading selection)

Group 2: The Friends of Kwan Ming

Group 3: Introducing Norbert

Days 8 -9: Group 3: Practice and Present a joke

Group 2: Practice and Perform scene

Group 1: Practice and Perform Dialogue

Day 10: All: Great Cows of History

Days 11- 14; Groups 2 & 3: Frog

Group 1: Quips and Quotes

Days 15-19: All: Writing on the Funny Side of the Brain and on How-to Write a How-to

Days 20 -22: All: Thank you Uncle Ben provide extra support for Group 3 as required

Days 23 -25: End of unit assessment preparation and presentation

- d) Develop your **daily lesson plans** by selecting activities from the Crossroads Teaching plans for the appropriate selections.



Example:  
 Crossroads – Grade 7 Daily Teaching Plans for – Unit 5: **On the Funny Side**

**Days 6-8:** Three groups each working on a different selection:

**Day 6:**

10 minutes All: Continue discussion on humour – guide page 211 on stand-up comedian (10 minutes)

Time	Group 1	Group 2	Group 3
30 min	Selection <u>Introducing Norbert</u> – Teacher’s guide page 258 – introduce “Read/Write/Retell” strategy and read selection independently	In preparation for <u>The Friends of Kwan Ming</u> , read the author profile and research Chinese immigration to Canada – Teacher’s guide page 237. Use internet, books in classroom, and interviews to determine the challenges facing immigrants. (assign incomplete work for homework)	Work with teacher on guided reading of the alternate selection <u>Make Me Laugh</u> , guide page 214. Discuss: Responding to the Interview questions and assign questions b and c for written response.



25 min	Begin work on Responding to the Story questions, guide page 258	With Teachers Guide - introduce selection and begin reading it as a guided reading selection - Teacher's guide page 237	Work on written assignment
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10 minutes: **All:** Spelling: find 5 words from the selection they were reading to add to their spelling list. Continue the lesson plan (10 minutes)

**Day 7:**

Time	Group 1	Group 2	Group 3
30 min	Selection <u>Introducing Norbert</u> - Use BLM 32 to develop a story board for the Short Story selection (30 minutes)	With teacher complete the reading of <u>The Friends of Kwan Ming</u> and discuss multicultural humour, guide page 238. Assign Responding to Folk Tale questions a, b and d and BLM 30	Create an encouragement card, guide page 216.

15 minutes: **All:** Language Conventions, guide page 239 - find examples in selection the group is reading and assign Language Master 32 (15 minutes)



Time	Group 1	Group 2	Group 3
20 min	Meet with teacher to discuss selection read and show work on storyboard	Complete assignments and work on spelling unit	Complete assignments and work on spelling unit

15 minutes: **All:** Begin discussion and work on oral communication activities – Group 1: guide page 216, Group 1: Guide page 238, Group 3: guide page 259 (30 minutes)

**Day 8:**

**All:** Work on oral presentations – teacher circulates from group to group

Time	Group 1	Group 2	Group 3
30 minutes	Meet to share completed story boards	Meet to discuss Responding questions and BLM 30	Meet to share completed cards and reread selection

45 minutes: **All:** Review oral presentation goals and practice presentations

**Day 9:**

75 minutes: **All:** Dress rehearsal for oral presentations and then presentations  
Discuss humour and add to Bulletin board display