

SAMPLE SCHEDULE

The following schedule for Unit 1: “Emergency Management” is just one possible way to structure class time for *After the Storm*. Shown are 16 class sessions across 4 weeks. Using this schedule for each of its five units, *After the Storm* could be used for a total of 80 class sessions throughout the school year.

	Session 1	Session 2	Session 3	Session 4
Week 1 Reading	<p>Preteach Major Concepts: Hurricanes; Editor-in-Chief’s role</p> <p>Identify and Review Difficult Vocabulary</p>	<p>Game: Morning</p>	<p>Lead Discussion: What big decision did students make in the game? What was the consequence of that decision?</p>	<p>Magazine Maker Lesson 1: Educator Guide pp 5-8</p>
Week 2 Reading	<p>Preteach Major Concepts: Maggie’s role; how businesses use social media</p> <p>Identify and Review Difficult Vocabulary</p>	<p>Game: Midday</p>	<p>Lead Discussion: What big decision did students make in the game? What was the consequence of that decision?</p>	<p>Magazine Maker Lesson 2: Educator Guide pp 9-12</p>
Week 3 Reading	<p>Preteach Major Concepts: Hilary’s role; possible problems in aftermath of story</p> <p>Identify and Review Difficult Vocabulary</p>	<p>Game: Afternoon</p>	<p>Lead Discussion: What big decision did students make in the game? What was the consequence of that decision?</p>	<p>Magazine Maker Lesson 3: Educator Guide pp 13-16</p>
Week 4 Writing	<p>Writing: Preteach Bring in and project models of the type of writing students will be doing. Point out key features of the models. Have students ask questions.</p>	<p>Writing: Online Have students carefully read Super Ed’s instructional tips, go through his annotated model, and answer his questions.</p>	<p>Writing: Online Have students respond to the writing prompt, reminding them to review and edit and proofread their work before they submit it.</p>	<p>Writing: Share Ask volunteers to read their finished writing aloud to the class. Classmates should discuss each piece in terms of the criteria for that type of writing.</p>

