Hello Teachers!

I am excited to share this project with you. These slides are free and are not up for resale. Feel free to share with other teachers. If you like the Google Slides version, click here. You will need to make a copy. The activities are linked on the playlist page (slide 3) and added to this file. If you need help understanding what to do, please reach out to me at janice.gaskin@frco.k12.va.us.

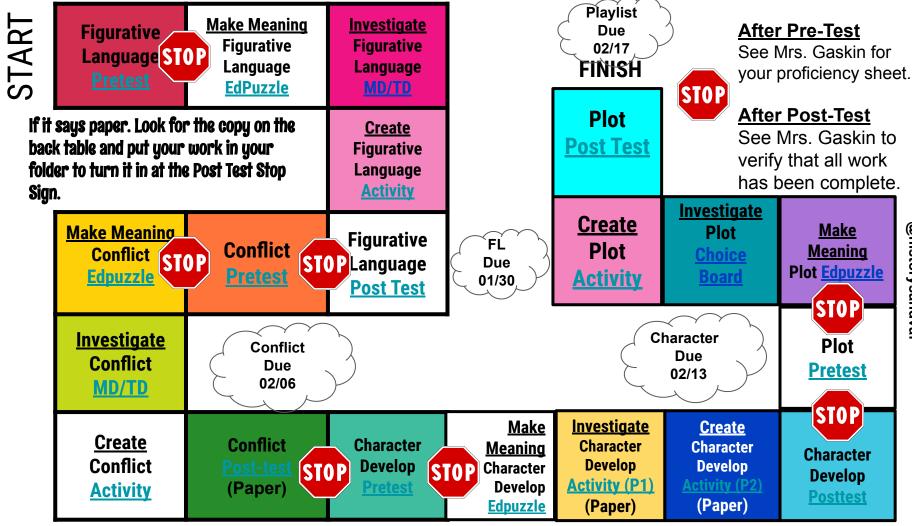
My process for completing the impact task and playlist:

- 1 Introduce the impact task to students. This impact task is done at the completion of the playlist. All activities help students understand what will be needed to complete the impact task. This playlist will take up to 4 weeks and one extra week to complete the task.
- 2- This playlist is self-paced. I allow at least five days to complete each standard. At the beginning of each standard, I do a whole group mini-lesson. If you have a student who has completed all activities before you get to the next mini-lesson, feel free to have them move forward. This is the purpose of the EdPuzzle videos. Throughout the week, I pull small groups with students to remediate.
 - After each test (pre and post) students are to come and see me and receive a proficiency scale sheet (after pre) and a recap sheet
 (after post). The proficiency scales allow for differentiated instruction and will place students on the level they need to work at for
 "Make Meaning" and sometimes "Investigate." The recap sheet provides the student with their progress for each standard (NOTE: These
 standards are based on Virginia Standards). See below for the templates:
 - **■** Figurative Language Proficiency
 - Gonflict Proficiency
 - Character Development Proficiency
 - Plot Proficiency
 - Recap Sheets

Impact Task (PBL)

Patrick Carman, author of the "Skeleton Creek" book series, has tasked your group to create an alternative ending for the book "Ghost In The Machine" (the second book of the series). You will write and record yourself presenting the alternative ending. When completed, a group of teachers at BFMS will choose 12 alternative endings to be sent to Patrick Carman. himself, to be judged. He will choose 3 out of the 12 endings and reward these students with signed autograph posters.

Rubric



Template Created @historysandval By: Amanda Sandova

Figurative Language



Figurative Language "Old Joe Bush"

Figurative Language "Ryan"

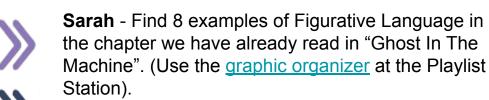
Figurative Language "Sarah"

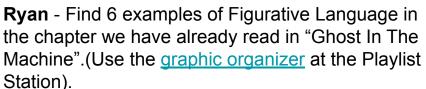
CLICK HERE











Old Joe Bush - Find 4 examples of Figurative Language in the chapter we have already read in "Ghost In The Machine".(Use the <u>graphic organizer</u> at the Playlist Station).



Sarah - Write the 8 examples and explain how you know that these examples are considered figurative language.



Ryan - Write the 6 examples and explain how you know that these examples are considered figurative language.



Old Joe Bush - Define the 4 examples of figurative language and add the example to the graphic organizer.

Figurative Language - Create - Choice Board

You have been asked to create a figurative language lesson for 7th grade teachers to use. Choose one of the options below. You may use the information you have already collected from the "Investigate Activity".

Google	<u>Slides</u>	<u>Presentation</u>

Your slides must include:

- 1 All 6 types of figurative language
- 2 Definition of each type
- 3 An example of each type of Figurative Language from "Ghost In The Machine".

Anchor Chart

Your chart must include:

- 1 All 6 types of figurative language
- 2 Definition of each
- 3 An example of each type of Figurative Language from "Ghost In The Machine".



Conflict



Conflict "Old Joe Bush"

Conflict "Ryan"

Conflict "Sarah"

CLICK HERE









Sarah - Find 8 examples of the different types of conflict in the chapters we have already read in "Ghost In The Machine". (Use the <u>graphic</u> <u>organizer</u> at the Playlist Station).



Ryan - Find 6 examples of conflict in the chapters we have already read in "Ghost In The Machine". (Use the <u>graphic organizer</u> at the Playlist Station).



Old Joe Bush - Find examples of conflict in the chapters we have already read in "Ghost In The Machine". (Use the <u>graphic organizer</u> at the Playlist Station).



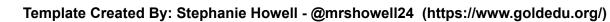
Sarah - Write the example, identify, and explain how you know that these examples are considered conflict.



Ryan - Write the example, identify, and explain how you know that these examples are considered conflict.



Old Joe Bush - Identify, define the conflict and add the example



Conflict - Create - Choice Board

You have been asked to create a conflict lesson for 7th grade teachers to use. Choose one of the options below. You may use the information you have already collected from the "Investigate Activity".

Anchor Chart

"Ghost In The Machine".

Google Slides Presentation

"Ghost In The Machine".

Your slides must include:	Your chart must include:
1 - All 6 types of conflict	1 - All 6 types of conflict
2 - Definition of each	2 - Definition of each
3 - An example of type of Conflict from	3 - An example of type of Conflict from



Character Development



Character "Old Joe Bush"

Character "Ryan"

Character "Sarah"







Directions: Choose a character from "Ghost In The Machine", and create a character analysis. Copies of the <u>graphic organizer</u> are in the playlist station.

Investigate - Complete Pages 1-2

Create - Complete the third page on a poster or a medium of your choice.







Plot "Old Joe Bush"

Plot "Ryan"

Plot "Sarah"

CLICK HERE





Plot Investigate Activity

The plot digital choice board was something that I had purchased. I only own one license. Due to copyright restrictions, this product will need to be purchased for \$3.00. My students love this activity and I feel it's well worth it.

Below is the link if you would like to purchase the activity.

https://www.teacherspayteachers.com/Product/Analyzing-Plot Plot-Elements-Digital-Choice-Board-An-Engaging-Reading-Act ivity-5697336

Greate - Plot Storyboard

Directions: Using "Ghost In The Machine" By: Patrick Carman, create a storyboard showing the elements of plot.

Click <u>here</u> for the template in Storyboard That.

This is where you will start your impact task. I would like you to create an alternative ending by changing the falling action and resolution.

Each scene must include:

- Top Box Elements (Exposition, Initiating Event, Rising Action, Climax, Alternative Falling Action, Alternative Resolution.
- Middle Box Images to match each element
- Bottom Box Identify each element using complete sentences.

Example "The Giver" By: Lois Lowry

EXPOSITION

CONFLICT

RISING ACTION







The Giver begins in a utopian society where a young boy, Jonas, lives. He is 11 years old, and about to be an adult.

Jonas is about to turn 12. This is the age when it is decided by the elders what job you will be given as an adult. Jonas is undecided, and worried what he will be chosen to do.

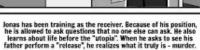
The rising action happens during the selection process. The ceremony when each child is moved up to a new year. The II are last to be called as they will each be given their jobs. It is here lonas number is skipped! in a twist of suspense, he is called last to be The Receiver of Memory.

CLIMAX

FALLING ACTION

RESOLUTION









With his new memories, Jonas devises a plan to escape with Gabe, a baby his father has been nurturing, and whose life is threatened. Together they escape, running at night, and sleeping by day, Jonas hopes they can escape to 'Elsewhere'. There is no definitive resolution to The Giver. In the end, Jonas and Gabe experience starvation, cold, and fear. However, they have each other, and a bond of love. The story concludes with the two sledding down the hill that Jonas was given a memory of, together.

