

TEACHER DAILY LESSON GUIDE

David Livingstone

AFRICA'S TRAILBLAZER

GRADE 7 HEROES



Pathways2.0

Journey to Excellence through Literacy



SEVENTH-DAY ADVENTIST® CHURCH

Kendall Hunt
Religious Publishing
A Division of Kendall Hunt Publishing

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For I can do everything through Christ, who gives me strength.
Philippians 4:13 (NLT)

Synopsis

David Livingstone: Africa's Trailblazer is the captivating biography of David Livingstone, a pioneer medical missionary to Africa who spent his life mapping unexplored areas of Africa and spreading God's love everywhere he went.

Note: Tea, coffee, and brandy are referenced in a primary source quote (p. 136). David ministers to British sailors who were *"usually drunk and out of control" (p. 56) in pubs and bars.

Author Information

Janet and Geoff Bengé have more than 20 years of experience writing as a husband-and-wife team. Janet's background as an elementary teacher and Geoff's degree in history work together to make history come alive for young adults in their Christian Heroes: Then & Now series and Heroes of History series.

Paired Texts

- "Missionary Travels and Researches in South Africa," chapter 26 in *Travels and Researches in South Africa*, by David Livingstone
- "The Miracle of San Jose," from Student News Daily

Faith Connections



Essential Question:

What can we learn from heroes that will enable us to be heroes for God?



Big Idea:

God uses heroes to reveal who He is.

1. CREATION

- God created human beings in His image
- While created in His image, each human being is also unique
- God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given

2. FALL

- Humanity took on a sinful nature because of wrong choices
- God's image in human beings has been blurred because of sin
- Nature was affected as a result of sin
- Human beings find it difficult to see a God who is loving, involved, and forgiving

4. RE-CREATION

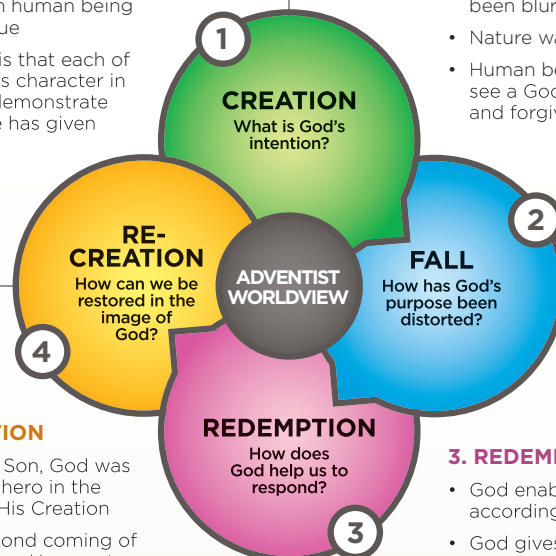
- In giving His Son, God was the ultimate hero in the salvation of His Creation
- With the second coming of Christ, our true Hero restores His perfect Creation

3. REDEMPTION

How does God help us to respond?

3. REDEMPTION

- God enables us to act according to His will
- God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great



Standards Addressed

***Note: For standards not fully addressed in this unit, the parts that are addressed are underlined.**

READING FOUNDATIONS

- Read orally, demonstrating understanding of the material and awareness of the audience (LA.7.RF.1)

READING LITERATURE

- Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (LA.7.RL.1)
- Determine a theme and analyze its development throughout the text; provide an objective summary of the text (LA.7.RL.2)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) (LA.7.RL.3)
- Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) (LA.7.RL.4)
- Compare and contrast fictional and historical accounts of the same period to understand how and why authors of fiction use or alter history (LA.7.RL.8)
- Make connections between a text and personal life experiences, other texts, and the world (LA.7.RL.9)
- Select literature that reflects the teachings in God's Word (LA.7.RL.10)
- Read and comprehend literature of appropriate complexity, independently and proficiently (LA.7.RL.11)
- Read literature for pleasure, personal growth, and spiritual development (LA.7.RL.13)

READING INFORMATIONAL TEXT

- Cite multiple pieces of textual evidence to support analysis of what the text says both explicitly and implicitly (LA.7.RI.1)
- Determine two or more main ideas in a text and analyze their development throughout the text; provide an objective summary of the text (LA.7.RI.2)
- Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (LA.7.RI.4)
- Analyze the structure of a text, including how the major sections contribute to the whole and to the development of ideas (LA.7.RI.5)
- Select informational text that affirms the principles in God's Word (LA.7.RI.10)
- Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (LA.7.RI.11)
- Read literary nonfiction for pleasure, personal growth, and spiritual development (LA.7.RI.13)

WRITING

- Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts and tables) when useful; style appropriate for the audience; and a supported conclusion (LA.7.W.2)
- Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description,

spacing); relevant descriptive details; sensory language; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (LA.7.W.3)

- Write for meaning from a biblical worldview (LA.7.W.4)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (LA.7.W.5)
- With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (LA.7.W.6)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (LA.7.W.11)

SPEAKING AND LISTENING

- Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare by researching material and using evidence from that material to probe and reflect on ideas; follow rules for collegial discussions, track progress toward goals and deadlines, define roles; pose questions that elicit elaboration; acknowledge new information expressed by others (LA.7.SL.1)
- Analyze main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas provide clarity (LA.7.SL.2)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (LA.7.SL.6)
- Demonstrate reverence to God when speaking and listening (LA.7.SL.7)

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of phrases and clauses in general as well as in particular sentences; choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; correct misplaced and dangling modifiers (LA.7.L.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use commas to separate coordinate adjectives; use punctuation (e.g., commas, semicolons, colons) to separate phrases and/or clauses; spell correctly (LA.7.L.2)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening: express ideas precisely and concisely (LA.7.L.3)
- Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (LA.7.L.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., allusions) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (LA.7.L.5)
- Acquire and use content-specific words and phrases (LA.7.L.6)

Suggested Assessments

	Pre-Assessments	Formative	Summative
Vocabulary	<p>Vocabulary Inventory (Appendix C, Appendix D)</p> <p>Generating Words with Prefixes and Suffixes activities (Appendix C, Appendix D)</p> <p><i>Basic Reading Inventory</i> by Jerry Johns (comprehension questions)</p> <p>Conduct informal checks for understanding of the weekly vocabulary</p>	<p>Plan quick progress checks that align with the unit standards and objectives, such as:</p> <ul style="list-style-type: none"> • Assignments • Checklists • Clickers • Discussions • Electronic voting • Four corners • Graphic organizers • Journals or notebooks • Observations • Printables • Questioning • Quick checks (e.g., thumbs-up/thumbs-down, exit cards or slips) • Quizzes • <i>Reading A–Z</i> assessments • Running records • <i>Spelling City</i> assessment • Think-Pair-Share 	<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>English Language Arts Notebooks (<i>Teacher Manual</i>)</p>
Spelling	<p>Spelling Assessments (Appendix C, Appendix D)</p> <p>Collect a sample of each student’s first-draft writing and analyze the errors</p> <p>Weekly Pretest</p> <p>Day 1 Sort Activity</p>		<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>English Language Arts Notebooks (<i>Teacher Manual</i>)</p>
Reading	<p><i>Basic Reading Inventory</i> by Jerry Johns</p> <p>Close Reading Scoring Guide (<i>Teacher Manual</i>)</p> <p>Reading Interest Inventory (<i>Teacher Manual</i>)</p>		<p>Whole-Group Instruction:</p> <ul style="list-style-type: none"> • End-of-Unit Assessment (Appendix C, Appendix D) • Close Reading Scoring Guide (<i>Teacher Manual</i>) <p>Small-Group Instruction:</p> <ul style="list-style-type: none"> • Guided Reading <p>Independent Reading:</p> <ul style="list-style-type: none"> • Teacher Checklist • English Language Arts Notebooks (<i>Teacher Manual</i>) • Reading Portfolio
Writing	<p>Collect a sample of each student’s first-draft writing and use the grade-level-appropriate Writing Benchmark Scoring Guide (Appendix D)</p> <p>Differentiate instruction as needed</p>		<p>Writing:</p> <ul style="list-style-type: none"> • Writing Scoring Guides (<i>Teacher Manual</i>) • Writing Portfolios (<i>Teacher Manual</i>) • Writing Notebooks (<i>Teacher Manual</i>) <p>Grammar:</p> <ul style="list-style-type: none"> • Writing Scoring Guide (<i>Teacher Manual</i>) • Writing Portfolios • Weekly Grammar Assessment (Appendix C, Appendix D)

WEEK 1

At a Glance

Standards, Activities, and Resources

	DAY 1	DAY 2
Word Study—Approximately 30 minutes/day		
Vocabulary Pre-assessment, review, and teaching routines	Activity: English Language Arts Notebook Setup Resources: <ul style="list-style-type: none"> English Language Arts Notebooks (see <i>Teacher Manual</i>) Supplies for creating the English Language Notebooks (e.g., tabs, dividers) Word Study Card pockets or pouches English Language Arts Notebook Cover Sheet (Appendix E) Colored pencils or markers 	Activity: Spelling and Vocabulary Pre-Assessment Resources: <ul style="list-style-type: none"> Grade 7 Spelling Pre-Assessment or Grades 5–8 Spelling Pre-Assessment (Appendix C) Grades 5–8 Spelling Pre-Assessment Analysis (Appendix D) Vocabulary Inventory (Appendix C)
Spelling Pre-assessment, review, and teaching routines		
Reading Workshop—Approximately 90 minutes/day		
Whole-Group Instruction (25–40 minutes) Note: To support collaborative discussions, reading of the Anchor Text should be conducted as a whole-class activity or, if needed, in small groups or pairs.		
Comprehension Mini-Lesson Pre-assessment and teach routine for independent reading time	Activity: Reading Workshop Overview	Activity: Choosing Just-Right Books Resources: <ul style="list-style-type: none"> Just-Right Books (Appendix B) Five-Finger Test (Appendix B) Book for each student (from your library shelves)
Collaborative Discussion Teach routines		



At a Glance

Standards, Activities, and Resources *Continued*

		DAY 1	DAY 2
Small-Group Instruction (50–65 minutes)			
Small-Group Rotations Pre-assessment Independent Reading Pre-assessment	<i>Select texts according to the students' instructional levels, using the Teacher Manual for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole-Group Instruction to Small-Group Rotations and Independent Reading.</i> Activity: Informal Reading Inventories Resources: <ul style="list-style-type: none"> Informal Reading Inventories from <i>Basic Reading Inventory</i> by Jerry Johns 		
	<i>Small-Group Rotations and Independent Reading may be scheduled simultaneously.</i>		
Writing Workshop—Approximately 40 minutes/day			
Writing (40 minutes)			
Writing Mini-Lesson Selecting topic, gathering details, and drafting a descriptive paragraph (LA.7.W.2) Grammar Mini-Lesson Pre-assessment	Writing Activity: Reading Workshop Overview	Writing Activity: Review Writing Process and Brainstorming Resources: <ul style="list-style-type: none"> Writing Process Chart (optional) List Brainstorm Sample (Appendix B) Web Brainstorm Sample (Appendix B) 	
		Activity: Freewriting	
Independent Writing Selecting topic, gathering details, and drafting a descriptive paragraph (LA.7.W.6, LA.7.W.11)			

DAY**1**

Word Study

Vocabulary/Spelling

ACTIVITY: English Language Arts Notebook Setup

- Explain to the students that they will be using English Language Arts (ELA) Notebooks this year and will be setting up the notebooks today (see *Teacher Manual* for additional information and alternatives).
- Distribute notebooks, or have students take out the notebooks or binders they purchased for this purpose.
- Distribute a copy of the English Language Arts Notebook Cover Sheet to each student (Appendix E).
- If you have an ELA Notebook already prepared, show the students your sample ELA Notebook.
- Have students write their names neatly with a dark pen on the cover.
- Guide the students to put dividers or tabs in their ELA Notebooks (see *Teacher Manual*).
 - Word Study
 - Reading
 - Writing
 - Grammar

Note: *Word Study can be separated into Greek and Latin Dictionary, Vocabulary, and Spelling sections if desired.*

- Students can color the covers to individualize each notebook cover. Students should then glue the cover onto the notebook or insert the cover at the front of the notebook.
- Have students glue or insert a storage card envelope or zipper pocket into the notebook.
- Show students where to store their notebooks.

DAY**1**

Reading Workshop

Whole-Group Instruction

Comprehension Mini-Lesson Collaborative Discussion

ACTIVITY: Reading Workshop Overview

Teach/Model

- Explain the main components of Reading Workshop. List them on the board or on an overhead, or create an Anchor Chart. (See *Teacher Manual* for more Reading Workshop information.)

- o Mini-Lesson: A short lesson to learn a reading skill or focus on a particular part of the text the class is reading.
- o Collaborative Discussion: A time when students read part of their books together as a class and discuss what they are reading. Students will sometimes break into smaller groups to read together.
- o Independent Reading: A time when each student reads his or her own book (different from the Anchor Text the class is reading together).
- o Small-Group Instruction: Reading with the teacher in a small group.
- o Literature Groups: Reading with a small, student-led group.
- o Lesson Wrap-Up: A time when students come back together as a class and discuss what they read or how the skill they learned in the mini-lesson was applied.

Teacher Note

During this Reading Workshop introduction, you will be setting the stage for the reading class for the rest of the year. It is important to remember that the students will take their cue from you and model your enthusiasm or lack of enthusiasm for reading this year.

Guided Practice

- Direct the students to their ELA Notebooks created earlier during the Word Study time. Explain that they will keep their Reading Workshop notes in the Reading section of their ELA Notebooks.
- **(Optional)** Have students take notes about the Reading Workshop routine(s) and insert them in the Reading section.
- Teach the class your classroom routines for the following:
 - o Where the students can read during Independent Reading time
 - o Library checkout system
 - o Status of the Class updates or how you will track what they are reading or how they are progressing (see *Teacher Manual*)
 - o Where to store the books they are reading
 - o Reading Logs (if applicable)
 - o Any other routines you have in your classroom

Independent Practice

- Provide remaining time for students to find books to read independently while practicing the routines and expectations you taught.
- Assist students with finding books.

Note: Take time to note those who are having difficulty finding a book or who struggle to stay focused.

DAY**1**

Reading Workshop

**Small-Group
Instruction**

Small-Group Rotations

ACTIVITY: Informal Reading Inventories (optional due to class management)

- Use this time to circulate among the students and make sure that each has found an Independent Reading book for today's reading rotations.
- If the students are working independently and you can work with a student without interruption, take this time to give individual students an Informal Reading Inventory (IRI).
- It is not advised that you begin other rotations (e.g., Guided Reading groups, Reading or Literacy Centers, visiting the library) during this time. Students need to solidify the positive independent reading habits before the other rotations are added.

Independent Reading

- Have students read silently, without interruption, for a set amount of time. Setting the students up for being successful with routines will provide long-term benefits and allow you to work more effectively with students during the group rotation time.
- End the class on a positive note. Affirm students for the areas in which they were successful at staying on task (e.g., reading independently, staying focused).

DAY**1**

Writing Workshop

Writing Mini-Lesson/Independent Writing

ACTIVITY: Writing Workshop Overview

Teach/Model

- Explain the main components of Writing Workshop. List them on the board or on an overhead, or create an Anchor Chart (see *Teacher Manual* for additional Writing Workshop information).
 - Mini-Lesson: A short lesson to learn a writer's craft skill or about English grammar in relation to what the students are writing.
 - Practice: A time to practice the skill discussed or learned.
 - Writing: A time when each student works on a personal writing project.
 - Conferencing: Students review their writing with the teacher or classmate(s).
 - Sharing: Students share a work in progress or a final draft with the class or a small group.