

UNIT

4

UNIT 4

Have a volunteer read aloud the unit title, “A Change of Scene,” and the quotation from *The Story of My Life* by Helen Keller. Students may need help with the nautical vocabulary (like *plummet* and *sounding-line*) and other advanced terms in the quote. These terms are glossed alongside the autobiography excerpt in Activity 4.12. Guide the class to make an inference about the unit based on its title. Then ask students to write one question they have about the unit or quotation. Guide a class discussion using the questions.

Have students look at the photograph and respond to the visual prompt. You may want to have students engage in **pairs** or **small-group discussions** about the prompt and then have groups share their responses with the class.



TEACHER TO TEACHER

Before embarking on this last unit, you may want to ask students to think about the theme of change and how their perception of it has developed over the course of the year. Have students brainstorm examples of changes they have undergone this year as well as changes they hope to experience in the next school year.

CONTENTS

Have students **skim/scan** the activities and texts to find a Wow (an activity that looks interesting) and a Whoa (an activity that looks challenging). Share responses in partner, group, or whole-class discussion.

GOALS

Have students read the goals for the unit and mark any words that are unfamiliar to them. Have students add these words to the classroom Word Wall along with definitions.

You may also want to post these goals in a visible place in the classroom for the duration of this unit, allowing you and your students to revisit the goals easily and gauge progress toward achieving goals throughout the unit.



VISUAL PROMPT

A change of scene on the stage can involve a new set, new lighting, and new characters. How does that compare to a change of scene you might undergo in your own life?

A CHANGE OF SCENE

Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbour was.

—from *The Story of My Life* by Helen Keller

Supporting English Language Learners

Leveled Differentiated Instruction

For guidance on differentiating tasks for English language learners at various levels of language proficiency, refer to the Leveled Differentiated Instruction suggestions in these activities:

- 4.2** Help students prepare for their performances by practicing in pairs.
- 4.3** Support students in reading aloud by using the **Choral Reading** strategy.

4.6 Support students in selecting their research sources.

4.9 Support students' comprehension by asking them to make predictions as they read a story.

4.11 Support students' recall of a film and discussions by using the **Active Listening Notes** graphic organizer.