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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Tangerine

based on the book by

Edward Bloor

Written by

Christina Stone

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TABLE OF CONTENTS - *Tangerine*

Introduction	5
Unit Objectives	7
Reading Assignment Sheet	8
Unit Outline	9
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	26
Pre-reading Vocabulary Worksheets	57
Lesson One (Introductory Lesson)	79
Non-fiction Assignment Sheet	95
Oral Reading Evaluation Form	87
Writing Assignment 1	91
Writing Assignment 2	99
Writing Assignment 3	107
Writing Evaluation Form	92
Vocabulary Review Activities	120
Extra Writing Assignments/Discussion ?s	109
Unit Review Activities	121
Unit Tests	127
Unit Resource Materials	191
Vocabulary Resource Materials	212

ABOUT THE AUTHOR

Edward Bloor

Edward Bloor was born in Trenton, New Jersey and was an avid soccer player. He grew up in an area where cultural pride was often conveyed through victories in soccer and therefore realized how important sports could be in the lives of people. He played on a great soccer team in high school--but a horrible team while attending college at Fordham University in New York.

He later moved to Orlando, Florida and worked as an English teacher there for three years. His teaching position helped open other job opportunities, leading him to work for Harcourt Brace School Publishers as a senior editor.

During his time as an editor of young adult novels, Bloor decided to try writing a novel of his own. While driving to work each day and watching as Florida's natural environment was slowly destroyed to make way for expensive housing developments, he decided to write a novel examining the lives of those who had once used the land and those who were beginning to use it now. He also brought in his love of soccer, creating his first novel, *Tangerine*.

Since then, Bloor has published *Crusader*, *Story Time*, *London Calling*, and *Taken*.

Aside from writing, Bloor enjoys spending time with his wife and two children.

INTRODUCTION *Tangerine*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Tangerine*. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to mysteries. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is an **individual project** in this unit. This project requires students to conduct research on the role an environment plays in the lives of the people living in it.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first writing assignment asks students to persuade a coach to allow an athlete with a physical disability to play on the team. The second writing assignment allows students to solve a crime scene mystery and creatively outline the details of the crime. The third writing assignment gives students several roles from which to write.

There is a non-fiction **reading assignment**. Students must read non-fiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES *Tangerine*

1. Through reading Edward Bloor's novel *Tangerine*, students will look at how people of different social classes behave, the struggle between man and nature, and the ability for those with disabilities to overcome challenges and find success.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will make connections with the material in the text and apply the lessons learned to their lives.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are designed for several purposes:
 - a. To check and increase students reading comprehension.
 - b. To make students think about the ideas presented by the novel
 - c. To encourage logical thinking
 - d. To provide an opportunity to practice good grammar and improve students' use of the English language.
 - e. To encourage students' creativity
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENTS *Tangerine*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Beginning through Wednesday, August 23	
	<i>Assignment 2</i> Monday, August 28 through Thursday, September 7	
	<i>Assignment 3</i> Friday, September 8 through the end of Part 1	
	<i>Assignment 4</i> Monday, September 18 through Friday, September 22, Later	
	<i>Assignment 5</i> Saturday, September 23 through Thursday, October 5	
	<i>Assignment 6</i> Thursday, November 2 through the end of Part 2	
	<i>Assignment 7</i> Monday, November 20 through Thursday, November 23	
	<i>Assignment 8</i> Friday, November 24 through Friday, December 1	
	<i>Assignment 9</i> Saturday, December 2 through end of book	

UNIT OUTLINE *Tangerine*

1	2	3	4	5
Introduction Project Assignment PVR 1	Study ?s 1 Vocabulary 1 Active Reading Chart PVR 2	Mystery Group Writing Assignment	Study ?s 2 Vocabulary 2 Oral Reading Evaluation PVR 3	Study ?s 3 Vocabulary 3 Comic Strips PVR 4
6	7	8	9	10
Athletes with Disabilities	Writing Assignment #1	Study ?s 4 Vocabulary 4 Nonfiction Assignment PVR 5	Study ?s 5 Vocabulary 5 Grafting and Budding PVR 6	Study ?s 6 Vocabulary 6 Writing Assignment #2 PVR 7
11	12	13	14	15
Study ?s 7 Vocabulary 7 The Freeze PVR 8	Speaker	Study ?s 8 Vocabulary 8 Paul's Growth PVR 9	Study ?s 9 Vocabulary 9 Tangerine vs. Lake Windsor Downs	Writing Assignment #3
16	17	18	19	20
Extra Discussion Questions	Extra Discussion Questions Environmental Study Project Due	Vocabulary Review	Unit Review	Unit Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Tangerine* unit
2. To distribute books, study questions, and other related materials
3. To preview the vocabulary and study questions for Assignment 1
4. To begin the first reading assignment
5. To introduce the Environmental Study Project

Activity 1

Place the word "mystery" on the board. As a class, create a word web about mysteries.

Note: A word web can easily be created by placing the word "mystery" in the middle of the board and circling it. Next, have several lines coming out from around the circled word so that it looks like a sun. At the end of each line, write the ideas generated from the class discussion.

Activity 2

Once you have discussed mysteries, select a mystery puzzle to complete with your class. A few suggested web resources are listed below. Feel free to use these, or search for your own.

Note: The best way to complete this activity would be to hook your computer up to a projector and go online to complete an interactive mystery as a class. Variations include distributing a text based mystery or even playing the game "Clue." The point is to get your students thinking about the process of figuring out a mystery and looking for clues to understand the full story.

Suspicion of Murder: Interactive mystery game that prompts user to move about a mansion looking for clues to solve a murder. <http://www.suspicion-of-murder.com/>

Mystery Net: Site full of text based mysteries and interactive games varying in length and difficulty. <http://www.mysterynet.com/>

Mystery Links: Site of several links in helpful categories. <http://www.mostlylinksmysterysite.com/read.html>

Transition: Tell your students they will be reading a book called *Tangerine*. Although the novel is not a mystery story in the traditional sense, there are several mysteries that are solved and questions that are answered with clues throughout the text.

Activity 3

Talk to students about the setting of the novel. Explain that Paul moves to Florida at the start of the book and has to get used to the new weather, the unexpected landscape, the historical significance of the city, the change in people, and several other daily challenges that come with living in a new place. Tell students that Paul is fascinated by his new surroundings and spends a lot of time examining his new environment and understanding how nature plays a part in his life. You should also explain that one of the themes of the novel revolves around nature and how it affects humans no matter how they try to change or avoid it. Inform students that they too will be examining their surroundings and putting their findings together in a project. Distribute the Environmental Study Project assignment page and discuss the directions in detail.

Activity 4

Distribute the materials students will use in this unit. Explain in detail how students are to use

WRITING ASSIGNMENT #1 – *Tangerine*
Writing to Persuade

PROMPT

Paul's coach at Lake Windsor Middle School kicks him off the soccer team because of his physical disability. He argues that the insurance company won't cover Paul because of his IEP. Many other athletes are discriminated against due to their physical disability as well. Your assignment is to write a letter to persuade a coach to allow an athlete with a physical disability to play on the team or participate in the sport.

PREWRITING

Using your notes/information about athletes who compete in professional sports despite their physical disability, create a list of reasons why someone with a disability should still be allowed to participate in sports. Try to include facts and information about others who have overcome their disability to succeed in sports. You may want to use examples from the text as well.

DRAFTING

Write an introductory paragraph that addresses the coach debating whether or not to allow a player with a physical disability on the team. Be sure to include what sport the athlete is trying to play and a general statement about the disability of the person in question.

In the body paragraphs, continue to outline your reasons for allowing this athlete to play. Remember to use facts and examples about other athletes with physical disabilities who are participating in professional sports to support your view. Make each new reason or example a separate paragraph. In your conclusion paragraph, make your final plea for the athlete in question to play. Try to use a strong fact or example to leave the reader with a powerful ending.

PROMPT

When you finish the rough draft of your composition, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.