Unit #6: “Flowers for Algernon”
Language Arts 8
Mr. Coia

Name: ___________________________________________ Period: __________

(Mon 1/5)
• New Year’s Resolutions
• Finish this statement with three possibilities: “In 2009, I will...”
• See directions
• Cut strips for posting
• Read “The Hound of the Baskervilles”

Tues 1/6 (Wed 1/7)
• New unit guide/book checkout
• Sent. Comp 10.1; 10.2
• Hooked on Phonics sheet
• Read “Flowers for Algernon” p. 84-90
  (progress report 1-6)
• Clarifying Sheet #1 & 2

HW: Complete work started in class

Thurs 1/8 (Fri 1/9)
DUE TODAY: Sent. Comp 10.1, 10.2; readings; clarifying sheet 1-2
• Sent. Comp 11.1; 11.2
• Read “Flowers for Algernon” p. 90-113
  (progress report 7-12)
• Clarifying sheet #3-9

HW: Complete Sent. Comp work; finish
“Flowers for Algernon” p. 113-124;
Clarifying sheet #10-12

Mon 1/12 (Tues 1/13)
DUE TODAY: flashcards; finished story;
  sent. comp. 11.1, 11.2; clarifying sheet
  #3-9
• Root Words 1-60 and reading quiz
• Sent. Comp 13.1
• Charting Characters sheet
• Literary terms: allusion and foreshadowing

HW: Complete work started in class

Wed 1/14 (Thurs 1/15)
DUE TODAY: Sent. Comp. 13.1
• Sent. Comp 14.1; 14.2
• Six-Square episodes on key scenes
  and important quotations

HW: Complete work started in class

Fri 1/16 (Tues 1/20)
DUE TODAY: Reading Logs due; Sent.
Comp. 14.1, 14.2
• Reading Logs due today (11 books)
• Writing powerful paragraphs
  o Topic sentences
  o Pick two topics and write
• Begin Flowers for Algernon movie

HW: Type your paragraphs, underlining
three particularly mature and varied
constructions that reflect our work in
sentence composing exercises

Wed 1/21 (Thurs 1/22)
DUE TODAY: Typed paragraph
• Watch Flowers for Algernon movie

Semester 1 Completed

Mon 1/26 (Tues 1/27)
• Semester 2 Begins
• No Root Words due this week

<table>
<thead>
<tr>
<th>Unit Assignments:</th>
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</thead>
<tbody>
<tr>
<td>Quizzes: 30 points</td>
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<tr>
<td>Story Work: 30 points</td>
</tr>
<tr>
<td>Sentence Composition: 30 points</td>
</tr>
<tr>
<td>Reading Log 20 points</td>
</tr>
<tr>
<td>Paragraph Writing 10 points</td>
</tr>
</tbody>
</table>
Content Standards for the "Flowers for Algernon" Unit

E1 Reading
E1a: The student reads at least twenty-five books or book equivalents each year.
E1b.1: makes and supports warranted and responsible assertions about the texts;
E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1c.3: extends ideas;
E1c.4: makes connections to related topics or information.

E2 Writing
E2a: The student produces a report that:

E2a.2: develops a controlling idea that conveys a perspective on the subject;
E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;
E2a.4: includes appropriate facts and details;

E3 Speaking
E3b: The student participates in group meetings, in which the student:
E3b.1: displays appropriate turn-taking behaviors;

E4 Conventions
E4a: The student demonstrates control of:
E4a.1: grammar;
E4a.4: sentence construction;
E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning

Assignment Descriptions

New Year's Resolutions (Periods 5 and 6 only)
For our first writing assignment of the year, we will focus our writing powers to create powerful statements of what we hope to accomplish in this coming year. Finish this statement with three possibilities: "In 2009, I will..."

Examples:

...Squirrel away at least $25 per month to put into my college fund.
...Write in my new Christmas journal for a minimum for one hour per week.
...Commit myself to work each Saturday on my yet-to-be-written novel.
...Reduce caffeine intake from daily pots to daily cups.

- Make these about different areas of your life
- Use strong verbs and concrete language
- Use the format in the examples, including the "...
- Be truthful. Humor is a plus!
- Vary font, size, and color
- Cut the individual strips in order to post them on the bulletin board anonymously
Assignment Descriptions (continued)

Sentence Composition
In writing, the sentence is often overlooked. These lessons will focus our attention on recognizing and creating powerful sentences, which leads to powerful paragraphs, lending themselves to powerful essays.

Each class, we'll start work on a group of exercises, which you will complete at home.

We’ll write down the work in the back of our class journal. Flip the journal around to the back and continue that direction that we started last time.

Writing Two Solid and Powerful Paragraphs
This unit’s sentence composing will point us into writing strong paragraphs modeled after the sentences we used in two, ten-sentence paragraphs on our story, "Flowers for Algernon." You will pick two topics and write two distinct paragraphs in which to respond. Remember, these are two separate paragraphs, not one paper.

Ten sentences seems like quite a bit, doesn't it? Remember to use the models in Activity 14 to guide you along. For both paragraphs, underline three particularly mature and varied constructions that reflect our work in sentence composing exercises.

Beginning
 o How did the operation affect Charlie’s intelligence and his personality?
 o How did the operation affect Charlie’s relationship with people surrounding him?

Intermediate
 o Why might an intelligence-altering operation be unethical or risky?
 o What are the advantageous and disadvantages to having super intelligence and to having little intelligence?
 o Explain how Charlie is an “unlikely hero.”

Advanced
 o The Adam and Eve story is referenced twice in “Flowers for Algernon.” What are the connections?
 o Give a few examples of foreshadowing in this story. What did it point to later?


Flowers for Algernon, by Daniel Keyes
(Too) Hooked on Phonics

In order to write his journal entries, Charlie uses a strategy called phonetic spelling. Many words in English can be spelled (and read) using phonics... but not all of them.

Directions: Correctly spell these words from Charlie’s writing.

1. shud:
2. rite:
3. faled:
4. skared:
5. pockit:
6. happind:
7. acheve:
8. intelek:
9. operashun:
10. nuthing:
11. pepul:
12. dint:
13. argament:
14. hospitil:
15. becaus
16. laffed:
17. practis:
18. lerned:
19. factory:
20. practise:
21. lesin:
22. sholder
23. discoridged:
24. memary:
25. bandijis:
26. natcher
27. intristed
28. brede
29. experament
30. amazed
31. rekkemended
32. perminint
Flowers for Algernon

Reading SkillBuilder

Clarifying
Active readers check the details as they read to make sure they are following the key events and ideas in a story or selection. The chart below lists some questions that can help you clarify important developments that happen on certain dates. Complete the chart as you read the selection, or after you have finished.

<table>
<thead>
<tr>
<th>Date in Charlie's Report</th>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 7</td>
<td>1. What competition occurs between Charlie and Algernon?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. What experiment are the doctors planning? What are the predicted results?</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>3. How is Charlie treated by the people where he works?</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>4. Why does Miss Kinnian look scared when she sees Charlie?</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>5. Why does she look at Charlie in a strange way when she reads his Progress Reports?</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>6. What happens to Charlie at the party?</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>7. Why are other people afraid of Charlie?</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>8. What is the “possibility” Charlie doesn’t want to think about?</td>
<td></td>
</tr>
<tr>
<td>May 18</td>
<td>9. What is happening to Charlie's relationships with other people?</td>
<td></td>
</tr>
<tr>
<td>June 5</td>
<td>10. Explain the hypothesis Charlie has proved.</td>
<td></td>
</tr>
<tr>
<td>July 25</td>
<td>11. How does Charlie react as his new intelligence slips away?</td>
<td></td>
</tr>
<tr>
<td>July 28</td>
<td>12. Why is he leaving New York?</td>
<td></td>
</tr>
</tbody>
</table>
**Charting Character Relationships**

One way to appreciate the changes that occur as a result of Charlie’s surgery is to focus on how the other characters treat him. Complete the chart below to show these relationships. Some samples have been done for you.

### How Do Other People Treat Charlie?

<table>
<thead>
<tr>
<th>Characters</th>
<th>Before His Intelligence Increases</th>
<th>When His Intelligence Increases</th>
<th>When His Intelligence Returns to Its Previous Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Kinnian</td>
<td>1.</td>
<td>7.</td>
<td>13.</td>
</tr>
<tr>
<td>Dr. Strauss</td>
<td>2.</td>
<td>8.</td>
<td>14.</td>
</tr>
<tr>
<td>Dr. Nemur</td>
<td>3.</td>
<td>9.</td>
<td>15. <em>does not contact Charlie at all</em></td>
</tr>
<tr>
<td>Joe and Frank and the other people at work</td>
<td>4. <em>tease him and play tricks on him</em></td>
<td>10.</td>
<td>16.</td>
</tr>
<tr>
<td>his boss, Mr. Donnegan</td>
<td>5. <em>let other employees tease Charlie</em></td>
<td>11.</td>
<td>17.</td>
</tr>
</tbody>
</table>
Episodic Notes (Six-Square)

Name ___________________________ Date ___________________________
Topic ___________________________ Period ___________________________

Purpose: Identify most important moments; show cause-effect and organization (sequence).

1. Determine the most crucial stages, scenes, or moments in the story or process.
2. Draw in the box what happens and what you "see" in the text. Be as specific as possible.
3. Remember, these are notes, not works of art; try to capture the action and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.

[Six boxes for note-taking]
Practice 1

Identifying Sentence Introductions

Identifying Sentence Introductions

Practicing Identifying Sentence Introductions

Example

When I came home

John had the car

He had done his homework.

Below are pairs of sentences consisting of a model sentence and its paraphrase. Here are some similar sentence pairs:

Practicing Identifying Sentence Introductions

8. a. A cat

b. In the kitchen
c. The cat

d. The cat

e. The cat

9. a. The cat

b. In the kitchen
c. The cat

d. The cat

e. The cat

10. a. The cat

b. In the kitchen
c. The cat

d. The cat

e. The cat
1. There was also a thing, from the tracks and the parked-up mound of straw, that came there each night.

2. There was no need to do.

3. The thin, exciting yet frightening, was to talk to her.

4. Something else he saw.

5. Great was his care of them.

6. Though there was only a few moments’ difference between

7. Stacks of wood set out from the shadows. Walking already

8. The sky, where the birds had been blue and comfortable.

9. He saw the wood was all the way of

10. In sunny nights, when the stars were out.

11. As though the wood were silent and hunting.

12. In sunny nights, when the stars were out.

13. Shrift and the shadows on the other side of the room.

14. Neither the, boys, nor the shadows.

15. Much later the acronomical finish, ledges in their vented


17. An acceptable solution, simple and efficient, is to negotiate

18. Say what he hoped to do.

19. The thing, exciting yet frightening, was to talk to her.

20. Great was his care of them.

Example

Practice 2

20.2

James Hetfield

All clear, great and small.

20.3

Model: Flush and close the bottom of water and a

20.4

the deep, and then removed a dead head.
Exercises for this:

- You will have a total of four.
- Each sentence should be about one story.
- Your topic is "Plants for Agriculture."

1. Write an instruction of each of the four model sentences in Practice 1.
   
   Practice 2
   
   The door lock and handle hit, the door won't open.
   
   Practice 3
   
   There was a blue glass under the table that held water.
   
   Practice 4
   
   He looked at the blue sky and the white clouds.

Write these out:

Identifying Models and Inferences

Activity 1

by the teacher.

several of the more academic students but hadn't been used

was a stack of Formica that had eventually been bought by

b. at the place in the room where he had left his books, there

crossed the waves.

while endless miles of sand dunes and the beach stretched

cases in the sea-drenched sand of the beach that stretched

ears twinned on pieces of broken shells and round and

Inferences

Ray Bradbury, Fahrenheit 451

rubber-backed paws,

quivered Jenny; slowly, its eight legs spread under it on

ears in the noyon-shaped nostrils of the canine that

4. Little blackened on his or noty glass and round lenses capillary

Ray Bradbury, The Darkest Mountain

the little blue sunburning

3. The dark silence was there and the heavy shapes, sitting and

dusts hammering; green hills of Arabia

up mound of strawy dung and there there each other.

2. There was also a thing, who, from the necks and the koked-

John Herschel

"neurotoxins but hadn't disturbed"

pair and steadyly brought or the wounded thing.

the stretcher there a large case of ice cakes with a rescue

I. Near the spot upon to which Mr. Thunndro had transported

identify the inferences for each model.

Each of the four model sentences below has two inferences.

Write these out.

Identifying Models and Inferences
Practice 1

Imitating Sentence  Variety (Part One)
Sample Student: Imagination. The horse had never been restless, and it threw its riders to the ground, cold and hard from the frost, and bolted.

Model: Soon afterwards they retired. Mama in her big oak bed on one side of the room, Emilio and Rosy in their boxes full of straw and sheeppeteskin on the other side of the room.

John Steinbeck. Flight

Sample Student: Imagination. Much later the accountants finished, the computer desks in their neat boxes on the right side of the desk, pencils and pens in their containers decorated with seals and designs on the shelf above the desk.

5. Model: On stormy nights, when the tide was out, the bay of Fossett, fifty feet below the house, resounded an immense black pit from which arose murrellings and sighs as if the sands down there had been alive and croaking.

Joseph Conrad. The hour.

Practice 2

Write a paragraph describing an object or telling a story. Somewhere in the paragraph provide imitations of two of the long model sentences below, one from the list of long models, and one from the list of short models. Try to make all sentences of professional writers. If you succeed, your sentences will be as good as the two you wrote imitating model sentences.

Short Model Sentences (Choose and imitate one to include in your paragraph)

1. Jericho squirmed inwardly.

Irene Hunt, Across Five Aprils
The model sentences will be used to analyze and compare the model results. In this area, all the sentences without the use of one paragraph, two paragraphs, and any one model sentence below, write an additional paragraph of ten sentences. Include somewhere in Model Sentence.

1. The reason earth dwelled, leaving the short grass looking wet and weary.
2. Practice 2.

Come back to all the stay houses

3. They disembarked were a torch of joyinst in their, the house of each house.
4. Poppy a good summer man, spent the last hour before our
   journey somewhere in the red pony

5. The horse is the center of a house.
6. However, the sound he dreaded, the hollow

Practice 1

Unfolding Sentence Variety (Part Two)

Activity 14