

Of Mice and Men: **Why Do We Dream? Impossible Dreams in *Of Mice and Men***
9th Grade English Language Arts

Day by Day Stage 3: Learning Plan

Please note: These activities are designed as flexible starting points, not prescriptive lesson plans—which is why they're presented in outline format rather than fully detailed scripts. Feel free to adapt, replace, or supplement them with other resources. We strongly encourage you to explore the extensive lesson plan library available on the [SITS website](#). As long as your chosen activities align with the Stage 1 Desired Results and Stage 2 Assessment Evidence established in this unit, use what works best for your students.

Reminder: You will also see where Understanding by Design's (UbD) IWHERE TO elements are integrated throughout the unit.

- **Where & Why:** Students understand learning goals and relevance
- **Hook:** Engaging entry points connecting to students' lives
- **Equip:** Explicit instruction and modeling of skills
- **Rethink & Revise:** Ongoing opportunities for feedback
- **Evaluate:** Self-assessment and reflection
- **Tailored:** Differentiated for diverse learners
- **Organized:** Logical, coherent progression

Week 1: Introduction to Dreams Theme, Text, & Historical Context

Day 1: Launch & Dream Exploration (W+H)

Dream Wall Hook (15 min)

- Create large "Dream Wall" bulletin board or chart paper
- Students write/draw one dream on sticky note (can be in Spanish or English)
- Post on wall, read a few aloud

- Discuss: "What do you notice about our dreams?"

Unit Overview & Performance Task Preview (15 min):

- Distribute "[Week by Week Stage 3 Learning Plan](#)" handout
- Walk through 6-week journey on visual timeline
- Show brief examples of final products (interview presentation vs. analytical portfolio)
- Answer questions about "Where are we going?"

KWL Chart (10 min):

- Create class KWL chart on large paper
- **K:** What do we know about dreams? (Feel free to expand to: What do we know about Steinbeck? What do we know about the Great Depression?)
- **W:** What do we want to learn?
- Leave **L** blank for end of unit

Dream Quickwrite & Share (10 min):

- Prompt: "Write about your dream, or someone you know who has a dream. What is it? Why does it matter to you or them?"
- Can write in English or Spanish
- Optional share with partner

Homework:

- Bring photo/object representing a dream (yours or someone else's)
- Send home Parent Communication Letter ([English](#) or [Spanish](#))

Day 2: Historical Context (H +E)

Dream Show & Tell (15 min):

- Students share photos/objects in groups of 4
- Use sentence frame (English or Spanish): "This represents the dream of _____ because _____"
- Each group selects one to share with class

Great Depression Intro & Video (15 min):

- Show 5-7 minute video on Great Depression (options: Crash Course, History.com clips; [Youtube video](#); [other lesson plans on SITS website](#))

- Students complete viewing guide with key facts
- Quick discussion: "How might this time period affect people's dreams?"

Visual Analysis (10 min):

- Display 4-6 Dorothea Lange photos of migrant workers
 - Possible Ideas:
 - [Migrant worker on California Highway](#)
 - [Migrant Mother](#)
 - [Drought refugees from Texas encamped in California near Exeter. Seven in family](#)
 - [Migratory Mexican field worker's home](#)
 - [Migrant family of Mexicans on the road with car trouble, February, 1936](#)
- Students complete observation chart using Visual Thinking Strategies: "I see... / I think... / I wonder..."
- Partner discussion about what life was like

Map of California Migration (10 min):*

- Display map [showing Dust Bowl migration routes to California](#)
- Students trace routes, calculate distances
- [Read/listen 2-3 brief quotes from real migrant workers](#)
- Connect to novel preview: "George and Lennie are migrant workers looking for work in California"

*Can also create Migrant Worker Life Stations with primary sources instead; Students rotate and collect 2 facts from each station

- Station 1: [Photo of labor camps](#)
 - [Ditch bank housing for Mexican field workers](#)
- Station 2: Wage information/math problem
 - **Wage Decline 1928-1933:**
 - 1928: Migrant workers earned **35 cents per hour**
 - 1933: Wages dropped to **14 cents per hour**
 - That's a **60% decrease** in just 5 years
- Station 3: [Map of migrant routes](#)
- Station 4: Quotes from real workers
 - ["Voices from the Dust Bowl"](#)

Homework:

- Read Chapter 1 OR listen to audiobook
- Start Character Dreams Tracker (fill in for George and Lennie)

Day 3: Begin Reading Chapter 1 (E + T): Meet George & Lennie

This lesson may extend several days depending on the needs of your students.

Pre-Reading Work [Optional]:

Character Sketch:

- Draw George & Lennie, complete T chart comparing George and Lennie (label physical and personality traits)

Vocab Check:

- Review 8-10 key vocabulary words from Chapter 1 (bundle, mottled, recumbent, etc.)
- [Bilingual vocabulary handout](#)
- Show images/cognates where possible
- Quick matching activity or Pictionary

Read Aloud "Tell About the Rabbits" (15 min):

- Teacher reads aloud the key dream passage where Lennie asks George to tell about the farm
- Students follow along in text
- Stop and annotate for: What they want, Why they want it, How they describe it

Introduce "ICE"* Method (15 min):

**Connect ICE to current day events*

- Display ICE method anchor chart
 - [ICE Method Handout \(English\)](#)
 - [ICE Method Handout \(Spanish\)](#)
- Introduce your idea/claim
- Cite evidence from the text
- Explain how the evidence supports your idea
- Show one complete example about Chapter 1
- Color-code each part (blue=Introduce, green=Cite, yellow=Explain)

Small Group Analysis (10 min):

- Groups of 3-4 analyze one quote from Chapter 1 using ICE
- Each group gets different quote about the dream or the characters

- Complete graphic organizer together

Begin Character Dreams Tracker:

- Students begin filling out [Character Dreams Tracker](#) for George and Lennie

Homework:

- Finish Chapter 1
- Read Chapter 2
- Update Character Dreams tracker
 - [English version](#)
 - [Spanish version](#)

Day 4: Character Introduction Chapter 2 (E & T)

Character Map Creation (15 min):

- Introduce all characters from Chapter 2: Candy, Curley, Curley's wife, Slim, Carlson, The Boss
- Create visual character map showing relationships
- Students draw simple sketches and label each character with 2-3 traits

Close Reading: Candy Intro (15 min):

- Read Candy's introduction scene together
- Focus on: his age, his dog, his hand, his position on ranch
- Students annotate for: What does Candy have? What does Candy lack? What might Candy want?

Prediction Activity (10 min):

- Based on Chapter 2, students predict: "Will George and Lennie achieve their dream? Why or why not?"
- Write prediction on sticky note
- Post on "Prediction Board"

Essential Question Connection (10 min):

- Display essential questions

- Quick discussion: "How do dreams sustain us through difficult times?" - what evidence do we have so far?
- Students write one sentence connecting to text

Homework:

- Read Chapter 3
- Watch for: Candy's dog scene and Candy joining the dream
- Update Character Dreams tracker

Day 5: The Dream Grows: Candy Joins, Chapter 3 (E + R)

Quick Write: Candy's Dog (10 min):

- Prompt: "Why is Candy's dog important to him? What does losing the dog mean?"
- Students write 5-7 sentences
- Share with partner

Close Reading: Candy Offers Money (20 min):

- Read aloud the scene where Candy overhears George and Lennie and offers his money
- Students track the conversation using graphic organizer:
 - What Candy offers
 - Why he wants to join
 - How George and Lennie react
 - How the dream changes

Dream Evolution Visual (15 min):

- On chart paper, create visual showing dream evolution:
 - **Chapter 1:** Just George and Lennie, vague future plan
 - **Chapter 3:** Candy joins, specific farm identified, timeline becomes real ("one month")
- Students add illustrations and key quotes

Predictions (5 min):

- "Now that Candy is involved, what might happen to the dream?"
- Students update prediction board with new thoughts

Homework:

- Read Chapter 4
- Focus on Crooks
- Update Character Dreams tracker
- Reflection: How is Candy's dog connected to the dream theme?

WEEK 2: Deep Character Analysis & Theme Development

Day 6: Crooks' Dream - Dignity Ch. 4 (E+T)

Historical Context: Jim Crow (15 min):

- Brief lesson on Jim Crow laws and segregation in 1930s
- [Show 3-4 images of "Colored Only" signs, segregated spaces](#)
- Read 2-3 short primary source quotes from Black Americans in this era
- Connect to: "This is the world Crooks lives in"

Close Reading: Crooks Scenes (20 min):

- Read key Crooks passages:
 - Description of his room
 - Conversation with Lennie about loneliness
 - "A guy needs somebody..."
 - His brief moment of hope about joining the dream
 - His rejection and withdrawal
- Students annotate for: emotions, wants, obstacles, dreams

Comparative Analysis (10 min):

- Venn diagram: Crooks vs. George & Lennie
- What do they have in common? How are they different?
- Focus on: obstacles, dreams, power, loneliness

Essential Question Connection (5 min):

- "What does Crooks teach us about dreams and dignity?"

- Quick discussion and one-sentence response

Homework:

- Finish Chapter 4
- Update tracker for Crooks
- Read Chapter 5
- Reflection: How does racism affect Crooks' dreams?

Day 7: Curley's Wife - Hollywood Dream Ch. 5 (E+T)

Discussion: Treatment of Curley's Wife (10 min):

- Review how she's been portrayed so far
- Chart: What characters say about her vs. What we actually see her do
- Discuss: Why doesn't she have a name?

Gender Roles Context (10 min):

- Brief lesson on women's limited options in 1930s
- Show statistics: women's work, marriage expectations, limited independence
- Connect to novel

Close Reading: Her Monologue (15 min):

- Read her monologue about Hollywood dream, the actor, her mother
- Students track: What she wanted, What stopped her, What she blames, How she feels now
- Annotate key phrase: "coulda been"

Power Hierarchy Visual (10 min):

- Create pyramid showing power on the ranch from most to least
- Where does Curley's wife fit?
- Discussion: How does lack of power relate to dreams?

Analysis of "Coulda Been" (5 min):

- What does this phrase reveal about her?
- How does it connect to the dreams theme?

Homework:

- Update tracker for Curley's wife
- Begin Chapter 6
- Compare any 2 characters' dreams (1 paragraph)

Day 8: Dream Dies - Ch. 6 (R+E)

Content Warning (5 min):

- Acknowledge this chapter contains violence and death
- Remind students of our classroom norms for difficult content
- Provide option to step out if needed

Read Chapter 6 Together (20 min):

- Teacher reads aloud or popcorn reading
- Pause at key moments
- Students track: What happens to Lennie, George's choice, What happens to the dream

Processing Time (10 min):

- Silent writing time: reactions, questions, feelings
- No sharing required - just processing

Discussion: George's Choice (15 min):

- Structured discussion with sentence frames:
 - "George made this choice because..."
 - "This connects to the dream theme because..."
 - "I think George is/isn't justified because..."

Essential Question Connection (5 min):

- Return to: "How do dreams sustain us through difficult times?"
- Quick write: "What happens when dreams die?"

Homework:

- Complete Character Dreams Tracker for ALL characters
- 1-page reflection on essential question using evidence from entire novel

Day 9: Theme Analysis - Pulling It Together (R+E)

Gallery Walk with Characters (15 min):

- Post chart paper around room, one for each major character
- Students rotate, adding sticky notes: What was their dream? What happened to it? Why?

Theme Synthesis Discussion (15 min):

- Whole class discussion using evidence from gallery walk
- Create master list of observations about dreams in the novel
- Identify patterns: Who gets closest to dreams? Who doesn't? Why?

Class Anchor Chart Creation (10 min):

- "What We Learned About Dreams from Of Mice and Men"
- Students contribute ideas, teacher scribes
- Organize into categories (obstacles, hope, community, isolation, etc.)

Connection to Today (10 min):

- "How is this relevant now?"
- Small group discussions: Do people today face similar obstacles? How are dreams similar/different?

Homework:

- Read both Option A & B descriptions
- Begin thinking about choice
- Consider interviewee (if leaning toward Option A)

Day 10: Socratic Seminar (R+E+H)

Seminar Norms Review (10 min):

- Review discussion norms (respectful disagreement, building on ideas, evidence required)
- Review sentence frames for MLs:
 - "I agree with ____ because..."

- "I see it differently because..."
- "The text shows..."

Inner/Outer Circle Discussion (30 min):

- **Inner circle** (half of class) discusses while outer circle observes
- **Outer circle** takes notes on one person, tracking their contributions
- Switch at 15 minutes

Tier 1, 2, 3 Questions:

- **Tier 1** (factual): What was George and Lennie's dream?
- **Tier 2** (analytical): Why did the dream fail?
- **Tier 3** (thematic): Are dreams dangerous or necessary?

Reflection on New Ideas (10 min):

- Students write: "My thinking changed about _____ because _____"
- What new idea did you hear that made you think?

Homework:

- CHOOSE Option A or B
- Complete choice reflection
- Option A: Identify interviewee
- Option B: Choose 3 characters to analyze

Week 3: Mastering Analysis Skills & Performance Task Introduction/Preparation

Day 11: ICE Method Mastery (E)

Review ICE Method (10 min):

- Review anchor chart from Week 1
- Quick reminder of each component

Effective vs. Ineffective Examples (15 min):

- Show 3 examples of ICE paragraphs about dreams theme
- 1 missing citation, 1 missing explanation, 1 complete
- Students identify what's missing in each
- Discuss what makes the good example effective

Teacher Modeling (10 min):

- Teacher writes ICE paragraph live in front of class
- Think-aloud process: "First I need to introduce my idea... Now I need evidence... Now I need to explain HOW this evidence proves my point..."

Guided Practice in Pairs (10 min):

- Partners write ICE paragraph together responding to: "What motivates George to stay with Lennie?"
- Use graphic organizer to plan before writing

Share & Feedback (5 min):

- 2-3 pairs share their ICE
- Class identifies I, C, and E parts
- Quick feedback

Homework:

- Find 2 quotes for your task
- Practice writing ICE for each quote

Day 12: Making Sophisticated Connections (E+T)

Weak vs. Strong Comparisons (10 min):

- Show examples:
 - **Weak:** "Both have dreams"
 - **Strong:** "While George's dream centers on independence and owning land, the interviewee's dream focuses on education, yet both dreams represent a desire for dignity and self-determination"
- Analyze what makes strong comparison sophisticated

Comparison Structure Teaching (15 min):

- Teach structure: "While X shows ____, Y shows ____, yet both reveal ____"

- Teach vocabulary: similarly, in contrast, however, both demonstrate, each reveals
- Display anchor chart with comparison sentence frames

Option A Practice (10 min):

- Students who chose interviews practice comparing novel character to potential interviewee
- Use planning graphic organizer

Option B Practice (10 min):

- Students who chose portfolio practice comparing two characters
- Use Venn diagram to plan

Share Out (5 min):

- 3-4 volunteers share their comparison sentences
- Class provides feedback

Homework:

- Option A: Draft comparison section (1 paragraph)
- Option B: Complete character comparison chart for 2 characters

Day 13: Academic Language & Transitions (E+T)

Word Upgrade Activity (10 min):

- Show sentences with basic words: "George is sad" → "George experiences profound despair"
- Students practice upgrading 5 sentences about the novel
- Share upgrades

Power Words Mini-Lesson (15 min):

- Introduce "power words" for analysis:
 - Instead of "shows" → demonstrates, illustrates, reveals, conveys
 - Instead of "wants" → yearns for, aspires to, desires
 - Instead of "sad" → despondent, dejected, melancholic

- Create class list

Transition Words Workshop (15 min):

- Teach transition categories:
 - Adding ideas: furthermore, additionally, moreover
 - Contrasting: however, conversely, nevertheless
 - Showing cause: consequently, therefore, thus
- Students practice adding transitions to choppy paragraph

Peer Review of Homework (10 min):

- Partners exchange homework from Day 12
- Highlight where partner could upgrade words or add transitions
- Provide 2 specific suggestions

Homework:

- Revise homework using feedback
- Add power words & transitions
- Option A: Continue interview prep
- Option B: Begin character profiles

Day 14: SPLIT CLASS

Option A: Interview Skills (E+T) - 50 minutes

Interview Skills Lesson (20 min):

- Teach difference between closed and open questions
- Examples: "Do you have a dream?" vs. "What dreams are important to you?"
- Teach follow-up questions: "Can you tell me more about that?" "How did that make you feel?"
- Show video clip of good interview (2-3 min)

Practice Interviews in Pairs (20 min):

- Students pair up
- One is interviewer
- One is interviewee (can role-play as someone with a dream)
- Switch roles after 10 minutes

- Practice recording notes or audio

Debrief & Checklist (10 min):

- What worked well? What was hard?
- Review interview checklist:
 - Interviewee identified and permission obtained
 - Questions prepared
 - Recording method ready
 - Quiet space planned
 - Backup plan if needed

Option B: Character Analysis (E+T) - 50 minutes

Character Deep Dive Modeling (20 min):

- Teacher models creating one complete character profile
- Demonstrates thinking process:
 - What quotes best show this character?
 - What patterns do I see in their behavior?
 - How does their dream reveal who they are?
 - What's the deeper meaning?

Work on Profiles (20 min):

- Students begin drafting character profiles
- Must include: character description, dream analysis, key quotes, thematic connection
- Teacher circulates, provides individual support

Visual Planning (10 min):

- Students plan how to present profiles visually
- Sketch layout ideas
- Consider: symbols, color coding, images that represent character

Day 15: Workshop Day/Mid-Unit Check in (E + T)

Review Rubric (15 min):

- Display student-friendly rubric

- Go through each criterion
- Show examples at each level: Exemplary, Proficient, Developing, Beginning
- Answer questions

Identify Focus Areas (10 min):

- Students self-assess using rubric
- Circle areas where they need most support
- Write 2-3 specific goals for work time

Mini-Workshops as Needed (15 min):

- Teacher pulls small groups based on need:
 - Group 1: Strong evidence selection
 - Group 2: Writing explanations
 - Group 3: Making connections
 - Group 4: Organization

Work Time (10 min):

- Independent work applying workshop learning
- Teacher circulates

Homework:

- Option A: Finalize interview if not done
- Option B: Complete at least 2 profiles
- Review rubric at home
- Send home Mid-Unit Parent Communication Letter ([English](#) or [Spanish](#))

Week 4: Performance Task Launch & Differentiated Work Time

Day 16: Official Performance Task Launch (W+T)

WHERE ARE WE GOING Review (10 min):

- Return to unit goals from Day 1
- Connect work so far to final product

- Show timeline: "We're here, heading here"

Review Checklist for Each Option (15 min):

Option A Checklist:

- Interview completed and recorded
- Notes organized by theme
- Key quotes identified
- Comparison to novel drafted
- Reflection piece written
- Presentation format chosen

Option B Checklist:

- 3 character profiles completed
- Each profile includes quotes and analysis
- Thematic connections made
- Visual elements planned
- Organizational structure clear

Go Through Rubric (10 min):

- Students follow along with rubric
- Highlight "Proficient" column - this is the goal
- Point out "Exemplary" - what takes it to next level

Show Exemplars (10 min):

- Display 1-2 student examples from previous years or teacher-created models
- Point out specific strengths
- Answer questions

Project Planning (5 min):

- Students complete planning template with daily goals
- Break project into manageable chunks

Homework: Work on project

- Option A: Organize interview notes
- Option B: Continue profiles

Days 17-20: Work Time + Workshops (E+R+T)

Daily Structure for Each Day:

Daily Goal Setting (5 min):

- Students write: "Today I will..."
- Share goal with partner for accountability

Independent/Small Group Work (30 min):

- Students work on projects
- Can work independently or in small collaborative groups (for peer feedback)
- Teacher available for questions

Teacher Conferences (15 min per day):

- Teacher meets with 6-8 students individually for 2-3 minute check-ins
- Conference notes template tracks: progress, challenges, next steps, teacher feedback
- By end of Week 4, all students have had at least one conference

Mini-Workshops as Needed (10-15 min):

- Rotating topics based on student need:
 - **Day 17:** Organizing interview data / Strengthening character analysis
 - **Day 18:** Writing strong introductions
 - **Day 19:** Integrating quotes smoothly
 - **Day 20:** Crafting reflections

Progress Check (5 min):

- Exit ticket: "I accomplished _____. Tomorrow I need _____. I need help with _____."

Homework:

- Continue working on project components
- Days 17-19: Ongoing work
- Day 20: Prepare first draft for Day 21

Week 5: Drafting, Peer Review, & Revision

Day 21: First Draft Due: Peer Review Training (R + E)

Collect First Drafts (5 min):

- All students submit first draft (even if incomplete)
- Teacher does quick skim to pair students strategically for peer review

Peer Review Training (10 min):

- Teach "Glow & Grow" method:
 - **Glow** (2 specific strengths): "Your evidence is strong because..." "Your explanation clearly shows..."
 - **Grow** (1 suggestion): "One way to improve would be..."
- Model with sample student work
- Practice sentence frames

Peer Review Process (25 min):

- Students paired strategically
- Exchange drafts
- Read silently (7 min)
- Use rubric to guide feedback (8 min)
- Face-to-face discussion (10 min)
- Complete peer feedback form

Reflection on Feedback (10 min):

- Students read feedback they received
- Identify: 1 strength to maintain, 1 area to revise
- Create revision plan

Homework:

- Revise based on peer feedback
- Focus on "developing" areas
- Bring revised draft tomorrow

Days 22-24: Revision Workshop (R+E+T)

Daily Structure:

Identify Revision Priority (5 min):

- Students review feedback and rubric
- Choose 1-2 specific areas to improve today

Work Time (25-30 min):

- Students work on revisions independently
- Access to all support materials: sentence frames, graphic organizers, anchor charts, models

Teacher Conferences Round 2 (15-20 min per day):

- Teacher meets with students who need most support first
- Focus on specific revision strategies
- By Day 24, all students have had Round 2 conference

Daily Mini-Workshop (10-15 min):

- **Day 22:** Strengthening Analysis - How to explain HOW evidence proves your point
- **Day 23:** Improving Organization - Using transitions, clear paragraph structure
- **Day 24:** Elevating Language - Power words, varying sentence structure

Share Improvements (5 min):

- 2-3 volunteers share before/after examples of revisions
- Class celebrates improvements

Homework:

- Days 22-23: Continue revisions
- Day 24: Prepare for final polish

Day 25: Final Polish & Self-Assessment (E+T)

Quality Check Reminder (5 min):

- Review final expectations
- Remind of submission process

Self-Assessment (20 min):

- Students complete own [self-assessment](#)
- Use rubric to rate own work
- Identify specific examples for each criterion
- Write reflection: "I am most proud of..." "If I had more time, I would..."

Final Revision Time (15 min):

- Make last improvements based on self-assessment
- Focus on proofreading and polish

Final Reflection (5 min):

- "What did this project teach you about dreams?"
- "What did you learn about yourself as a writer/thinker?"

Submission Prep (5 min):

- Review submission instructions
- Organize all components
- [Complete final checklist & review student rubric](#)

Homework:

- Make any final revisions
- Proofread carefully
- Prepare to submit

Week 6: Final Presentations, Celebration & Unit Reflection

Day 26: Final Submission; Celebration Preparation (O + E)

FINAL PROJECTS DUE (10 min):

- Submission process (digital upload or hard copy turn-in)
- Students submit with completed checklist
- Organize submissions for teacher review

Return to KWL Chart (10 min):

- Display KWL from Day 1
- Fill in "L" - What we learned
- Celebrate growth from beginning to end

Celebration Prep (20 min):

If doing Presentations:

- Students prepare 3-5 minute presentation
- Create simple visual aid if desired
- Practice delivery
- Sign up for presentation slot

If doing Gallery Walk:

- Students create display of their work
- Add visual elements, highlights
- Prepare "artist statement" notecard explaining their work

Class Reflection (10 min):

- Structured discussion: "What was most challenging? Most rewarding?"
- Students share learnings

Homework:

- Prepare for presentation/gallery walk
- Complete unit reflection questions

Days 27-28: Sharing & Celebration (O+E+H)

Presentation Format (if chosen):

Day 27 & 28 Structure (each day):

- OPTIONAL: 3-5 students present per day (5-7 minutes each)
- Presentation includes:
 - Overview of chosen task
 - Key findings/analysis
 - Connection to novel themes
 - Reflection on learning
- Q&A after each (2-3 questions from peers)
- Audience completes feedback form for each presenter

Gallery Walk Format (if chosen):**Day 27 & 28 Structure:**

- All work displayed around room
- **Day 27:** First half of students stand by their work to explain (15 min), then rotate as viewers (15 min)
- **Day 28:** Second half stands by work, then rotates
- Viewers leave sticky note feedback: "I noticed..." "I appreciated..." "This made me think..."

Final Circle Reflection (15 min each day):

- Sit in circle
- Volunteers share: "One thing I learned from someone else's work..."
- Teacher acknowledgment of specific student growth

Homework: Complete unit reflection if not done

Day 29: Unit Reflection & Looking Forward (E)**Portfolio Review (15 min):**

- Students gather all work from unit into portfolio
- Create table of contents
- Review journey from Day 1 to Day 29

Structured Reflection (20 min):

- Students complete unit reflection handout responding to:
 - What did you learn about dreams from this unit?
 - How did your thinking change from the beginning?
 - What did you learn about yourself as a reader/writer?
 - What are you most proud of?
 - What would you do differently?

Pair-Share Reflections (10 min):

- Partners share one meaningful learning
- Listen and ask follow-up question

Whole Class Insights (5 min):

- Teacher asks: "What will you remember from this unit in five years?"
- Students popcorn share

Goal Setting for Next Unit (10 min):

- Based on this unit, what skills do you want to continue developing?
- Students set 2-3 goals for next unit

Homework: Rest! You earned it!

Day 30: Assessment Return & Conferences (E)

Set Tone for Feedback (5 min):

- Remind students: Feedback is for growth
- Grades reflect current performance, not future potential
- We all have areas to celebrate and areas to develop

Return Graded Projects (10 min):

- Distribute projects with rubrics and written feedback
- Students review privately

Grade Reflection (15 min):

- Students complete grade reflection form:
 - Where did I meet/exceed expectations?
 - Where can I grow?

- What specific steps will I take to improve?
- Questions for teacher?

Goal Setting (10 min):

- Based on feedback, set 2 specific goals
- Identify resources/strategies to achieve goals

Optional Conference Sign-Up (5 min):

- Students who want to discuss grade can sign up for conference
- Teacher will meet with them during lunch/after school

Celebration of Growth (10 min):

- Teacher highlights overall class growth
- Specific shout-outs (without naming grades)
- Looking ahead to next unit with excitement

Homework (Optional): Revision plan if offering revision opportunity