A Trail To Every Classroom (TTEC)
Curriculum Development Tool

UNIT DESIGN COVER SHEET

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School name, state and town: unspecified (Mid-Atlantic area)

Title: No Child Left Inside: Reading an Outdoor Experience

Abstract/Vignette: Students/Community Members pick the book or short story they wish to read; read silently, in pairs, aloud, and in a guided reading community; discuss with peers what they have read at the beginning and end of class; and connect their reading to their outdoor experience.

Grade level(s): Please check all that apply.

☐ K-2  ☐ 3-5  ☑ 6-8  ☐ 9-12  ☐ College and Lifelong Learning

Discipline: Please check all that apply.

☐ Art and Music  ☐ Health and PE  ☐ Foreign Language

☑ Literature and Language Arts  ☐ Mathematics  ☐ Science

☐ Social Studies and Geography  ☐ History  ☐ Technology

Year Developed: 2007

Period (month, week, year): (about) 3 weeks

Teaching environment:

☑ In the Classroom (indoors)  ☑ Outdoors

☑ In the Community  ☐ Online/Virtual
No Child Left Inside

Reading an Outdoor Experience

By Dan Eliff
Literature Circles

• Literature circles are small, temporary discussion groups who have chosen to read the same story, poem, article, or book. While reading each portion of the text each member prepares to take an active part in the upcoming discussion by creating questions, reflecting, and responding to others’ ideas. Evaluation is by teacher observation, self evaluation, and group evaluation. Members agree to disagree.
In A Literature Circle

- Students/Community Members (CM) pick the book or short story they wish to read.
- Students/CM read silently, in pairs, aloud, and in a guided reading community.
- Students/CM discuss with peers what they have read at the beginning and end of class.
- Students/CM connect their reading to their outdoor experience.
Discussion Rules

• One person talks at a time, everyone else listens.
• Give everyone a chance to share.
• Wait your turn before speaking.
• Speak so all can hear you.
• Listen and respond to others’ ideas.
• Stick to the topic.
• State your ideas clearly and briefly.
GUIDED READING COMMUNITY

Characteristics of Community
1. Students/CM choose their reading material.
2. Ultimately form groups of 4 students.
3. Regular and predictable schedule.
4. Students write notes that guide sharing.
5. Personal responses and questions are starting point of discussion.
6. Teacher is facilitator rather than group leader.
7. When reading is completed community group decides how they will share their reading with the entire class.
8. Evaluation is based on teacher observation, student self-evaluation, student created assessments, and teacher created assessments.
Guided Reading Community

Time: recommended 3 weeks
   40 minutes daily
   3 days/week classroom reading/writing
   2 days/week face to face discussion/reading

Daily Schedule
   1. Mini-Lesson (Character, Setting, Plot, etc.)
   2. Discussion and/or reading
   3. Large group sharing and debriefing

3 Key Ingredients
   1. Good short stories or books.
   2. Reading skills and strategies.
   3. Social responsibility skills.
Classroom Instructions

- Teacher has students pick 1 of 4 books.
- Teacher has students pick 1 of 5 readings.
- Students do group building exercises.
- Groups read book for 30 minutes.
- Groups create questions while reading.
- Groups discuss their questions and vocabulary which they have created.
- Groups discuss for 10 minutes.
- Groups write/discuss JE #1 at midpoint.
- Groups write/discuss JE#2 upon completion.
- Groups divide and do an oral book sharing.
- Students critique their book.
JOURNAL ENTRY #1 FORMAT

1. Journal entry # 1, Date, Book Length (total pages), Current Page # and Greeting. (5 points)
   IE #1 Date ____________
   GREETING: “Dear Mr. E,” current pages ____________
   total page ____________

2. Title and Author. (5 points) Remember to always underline and capitalize the title of your book.
   Who wrote this book?

3. Genre. (5 points) State the type of book. Examples include fiction or nonfiction. Specific types
   include realistic fiction, historical fiction, fantasy, biography, autobiography.

4. Character Description. (15 points) Describe the main character of your book in detail. You may
   describe his/her appearance, personality, interests, family, etc.

5. Setting. (10 points) When and where your story takes place.

6. Plot of the Story. (15 points) Describe what is happening in your book. This description should be
   in sequence. You need to include enough detail so I can understand what your story is about.
   (In journal entry #2, you will use the Resolution to complete the plot of the story)

7. Personal Reaction. (15 points) Describe how you are responding or feeling about what you are
   reading. Does this book make you think? How does it make you feel? (Disgusted, happy,
   scared, sad...) You can react to a character or to the book itself.

8. Personal Response Question. (10 points) Answer one question from the “Personal Response
   Journal Questions” (questions are on the reverse side of this sheet). Also answer all questions
   which you were asked during your last journal entry.

9. Prediction. (5 points) Make an educated guess about what you believe will happen in the second
   half of your book.

10. Proofread. (30 points) Check your journal entry for grammar and spelling. Make sure you have
    checked the following items:
    - All answers written in complete sentences.
    - Capitalization
    - Punctuation
    - Spelling

11. Closing Signature. (5 points) 
    Sincerely Yours,
    Your Name: 
    Personal Response Question #
Personal Response Journal Questions

Choose one of the questions from 1-21 and answer it in Journal Entry #1. The personal response question is explained in #6 on your JE #1 format sheet. It is also on the response checklist sheet. Please include the # of the question you have answered after your closing signature. You should answer a different question each time you do JE #1.

1. What character was your favorite? Why?
2. What character(s) did you dislike? Why?
3. Does any character remind you of yourself? How?
4. Do you resemble any character in this work? Explain.
5. If you could be any character in this work, who would you be? Explain.
6. What qualities of a particular character seem desirable for you to develop within yourself over the years? Why?
7. What kind of feeling did you have after reading a few pages of this work? Midway?
   Did any incident or idea remind you of your own life or something that happened to you? Explain.
8. Do you like this piece of work? Why or why not?
9. Are there any parts of this work that were confusing to you? Why do you think you got confused?
10. Do you feel there is an opinion expressed by the author throughout the work? What is it? Do you agree? Explain.
11. Do you think the title of the work is appropriate? Is it significant? Explain. What do you think the title means?
12. Is there any way you could change the ending of this story? Why would you change it?
13. What kind of person do you think the author is? What makes you feel this way?
14. How did this work make you feel? Explain.
15. Do you share any of the feelings of the characters in this work? Explain.
16. Did this work leave you with the idea that there was more to tell? What do you think might happen?
17. Would you like to read something else by this author? Why or why not?
18. As you think ahead to your next day’s reading, what possible directions might the story take? How do you hope the story will unfold?
19. If you were to meet one of the characters from your book, what three questions would you ask him or her?
20. Why do you think the author wrote this book?

Please do not answer the same question in more than one journal entry. Use a different question each time. In order to keep track of the questions you have already answered, put a check mark (•) beside the question you have answered.
JOURNAL ENTRY #2 FORMAT

1. Journal entry #, Date, Book Length (total pages) and Greeting. (5 points)
   JEN # 2
   Greeting Dear Mr. E.

2. Date

3. Total Pages

Paragraph

4. Title and Author. (5 points) Remember to always underline and capitalize the title of your book. Who wrote the book?

5. Character Description. (15 points) Describe a different character or discuss how your character has changed since the first entry. You may describe his/her appearance, personality, interests, family, etc.

6. Setting. (10 points) When and where your story takes place. You should include any change in time or place since your first journal entry.

7. Problem. (10 points) The problem that the character faces should be discussed. This conflict can be with another person, nature or in the character's mind. The character will struggle to overcome this problem.

8. Resolution. (10 points) The resolution or how the character overcomes the problem should be discussed. This is the final outcome of your book. Make sure you share what happens to your character at the end of your book.

9. Favorite Character. (10 points) Which character was your favorite? Include a description of why this character impressed you.

10. Disliked Character. (5 points) Which character did you dislike and why were you not impressed with this character?

11. Selection Reason. (5 points) Why did you choose this book?

12. Title Analysis. (10 points) Do you think the title of this book is appropriate? Why do you think the author picked this title?

13. Another Book By This Author. (5 points) Would you like to read another book by this same author, why or why not?

14. Proofread. (10 points) Check your journal entry for grammar and spelling. Make sure you have checked the following items:
   • All answers written in complete sentences,
   • Capitalization
   • Punctuation
   • Spelling

Closing Signature

Sincerely Yours,
Your Name
Journal Entry #1

Personal Response Checklist

1. ____ JE #, Date, Page #, and Greeting (5 points)  Total (5 points)
2. ____ Title and Author (5 points)
3. ____ Genre (type of book) (5 points)
4. ____ Character Description (15 points)
5. ____ Setting (when & where?) (10 points)
6. ____ Plot (sequence of events) (15 points)
7. ____ Personal Reaction (15 points)
8. ____ Personal Response Question (10 points)
9. ____ Prediction (5 points)
10. ____ Proofread (10 points)
11. ____ Closing Signature (5 points)

______ TOTAL (100 points)

Journal Entry #2

Personal Response Checklist

1. ____ JE #, Date, & Greeting (5 points)  Total (5 points)
2. ____ Title and Author (5 points)
3. ____ Character Description (15 points)
4. ____ Setting (when & where?) (10 points)
5. ____ Problem (10 points)
6. ____ Resolution (10 points)
7. ____ Favorite Character (10 points)
8. ____ Disliked Character (5 points)
9. ____ Selection Reason (5 points)
10. ____ Title Analysis (10 points)
11. ____ Another Book by Author (5 points)
12. ____ Proofread (10 points)

______ TOTAL (100 points)
Booksharing Requirements

Title __________________________  Date ______________

Author _________________________  Name ____________

1. Written booksharings need to be at least one page in length and follow appropriate format.

2. Students should follow the format for Journal Entry #2. The Journal entry is the rough draft and the booksharing is the edited final copy.

3. The title and author should be included.

4. At least one character should be described and discussed in detail.

5. The setting should be described in detail.

6. The problem that the character faces should be discussed. The resolution of the problem or the final outcome to the story must be included in your booksharing. The resolution may be how your character overcomes his/her problem.

7. What character was your favorite? Include a description of why this character impressed you.

8. What character did you dislike and why were you not impressed with this character?


10. Why did you choose this book?

11. Do you think the title of this book is appropriate? Why do you think the author picked this title?

12. Would you like to read another book by the same author? Please explain.
Oral Booksharing

Evaluator ____________

Speaker ______________

____ (5) Book
____ (5) Title
____ (5) Author
____ (5) Genre
____ (10) Character
____ (10) Setting
____ (10) Problem
____ (10) Resolution
____ (10) Favorite Character
____ (5) Disliked Character
____ (5) How did you feel?
____ (5) Why Chosen?
____ (10) Title Appropriate?
____ (5) Something else

Total Points

10—Superior 9—Above Average 8—Average 7—Fair 6—Needs Improvement

____ Voice Volume
____ Pace
____ Eye Contact
____ Poise
____ Content & Organization

Total Points
PERSONAL CHOICE BOOKS

- Stephen King: The Girl Who Loved Tom Gordon

- Huarpe: Everest
PERSONAL CHOICE BOOKS

halfway to the SKY

by Kimberly Brubaker Bradley

A Walk in the Woods

by Bill Bryson

NEW YORK TIMES BESTSELLER
Four kids are prepared to go into thin air in order to become the youngest person ever to climb Everest. But they are not prepared for the challenges that await them as they get closer to the summit. Supplies are low. Conditions are extreme. One of the kids is trying to sabotage the others. And then the storm hits. . . .

Everest - Book Three: The Summit
Book Description

On a six-mile hike on the Maine-New Hampshire branch of the Appalachian Trail, nine-year-old Trisha McFarland quickly tires of the constant bickering between her older brother, Pete, and her recently divorced mother. But when she wanders off by herself, and then tries to catch up by attempting a shortcut, she becomes lost in a wilderness maze full of peril and terror.

As night falls, Trisha has only her ingenuity as a defense against the elements, and only her courage and faith to withstand her mounting fears. For solace she tunes her Walkman to broadcasts of Boston Red Sox baseball games and follows the gritty performances of her hero, relief pitcher Tom Gordon. And when her radio's reception begins to fade, Trisha imagines that Tom Gordon is with her -- protecting her from an all-too-real enemy who has left a trail of slaughtered animals and mangled trees in the dense, dark woods....

The Girl Who Loved Tom Gordon
**Book Description**
The Appalachian Trail stretches from Georgia to Maine and covers some of the most breathtaking terrain in America—majestic mountains, silent forests, sparkling lakes. If you’re going to take a hike, it’s probably the place to go. And Bill Bryson is surely the most entertaining guide you’ll find. He introduces us to the history and ecology of the trail and to some of the other hardy (or just foolhardy) folks he meets along the way—and a couple of bears. Already a classic, *A Walk in the Woods* will make you long for the great outdoors (or at least a comfortable chair to sit and read in).

*A Walk in the Woods*
Gr. 5-8. Twelve-year-old Dani has a plan when she runs away: she's determined to spend six months hiking the Appalachian Trail, from the trailhead at Springer Mountain, Georgia, to its end atop Mount Katahdin in Maine. On the 2,163-mile journey, she hopes to escape the grief of her brother's death and the wreckage of her parents' divorce. She is also retracing her family's beginnings: her parents met and married on the trail, and Dani, short for Katahdin, and her brother were named for famous trails' termini. Dani is furious when her mother finds her, but when Mother joins the hike and agrees to extend the trip, the journey becomes the means for Dani and her parents to begin the healing process and come to terms with their anger, grief, and fears. The story is remarkably affecting. As it unfolds, Bradley allows her gutsy heroine to manage extreme physical and emotional stresses in a way that's both believable and reassuring. Chris Sherman

*Halfway to the Sky*

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WALKING THE TRAIL

Readings from Walking the Appalachian Trail – by Larry Luxenberg
- Animals
- Trail Angels and Trail Magic
- Pioneer Thru-Hikers
- Difficulties and Dangers along the trail
- Elderly and Handicapped Hikers

These 5 Readings could be used for a Mini Literature Circle.
Reading a Map

A map is a drawing that represents an area. Maps show important locations and the distances between them. The map below shows the places where important Civil War battles occurred. One area of the map has been enlarged so that greater detail could be provided. This inset of the area around Gettysburg appears in the upper right corner of the map. Gettysburg is where Lincoln dedicated a cemetery to all those who had died in the Civil War.

The color and symbol key explains the special colors and symbols which are used on the map. The key below shows the symbols for rivers, towns, state borders, travel routes for war generals, and battle sites.

The scale is a line that shows how distances are represented on the map. On the map below, one-half inch (1.27 centimeters) represents 22 miles (35.2 kilometers). On the inset, one-quarter inch (.625 centimeters) represents one-half mile (.8 kilometers).
Notice the coordinates, or letters running vertically along the left side of the map and numbers running horizontally along the bottom of the map. An index lists cities or other physical features shown on the map and gives their respective coordinates. The index on the next page indicates that the town of Frederick can be found at point B2 on the map. By running one finger across from point B and another finger up from point 2, you will locate Frederick on the map.

**Index**

- Chambersburg ............ A2
- Chancellorsville ............ D2
- Frederick ............ B2
- Gettysburg ............ A3
- Hagerstown ............ A2
- Washington ............ C3

**ACTIVITY A** Use the map, key, and index to answer these questions.

1. Which two towns were battle sites?
2. General Meade traveled from Frederick to what town?
3. What town did General Lee pass on his way from Hagerstown to Gettysburg?
4. What river serves as a boundary between the states of Maryland and Virginia?
5. In what state is Chambersburg located?
6. In the inset, what ridge is south of Gettysburg?
7. Which troops attacked from Little Round Top?

**ACTIVITY B** Use the scale and a ruler to answer these questions.

1. What is the approximate distance in miles between:
   a. Chambersburg and Hagerstown?
   b. Frederick and Washington?
   c. Gettysburg and Fredericksburg?
   d. Chancellorsville and Hagerstown?
2. What is the approximate distance in kilometers between:
   a. Washington and Chancellorsville?
   b. Fredericksburg and Hagerstown?
   c. Gettysburg and Washington?
   d. Little Round Top and Round Top?
Michaux State Forest

Map Exercise

Name ___________________________ Period ______________

1. Identify the city that is located to the Northeast on your map.

2. Identify the town that is the farthest south in Pennsylvania.

3. Identify the two ends of the Appalachian Trail.

4. How long is the Appalachian Trail?

5. What road, traveling in an east or west direction, passes through Caledonia State Park?

6. Four PA counties are depicted on the map, name them.

7. What is the prevailing blaze color for markers on the Appalachian Trail?

8. What does a double blaze indicate?

9. What color blaze indicates a side trail?

10. What city is located at the intersection of routes 30, 34, and 116?

11. What does a red dot with a circle around it indicate?

12. Where did you find the explanation for the red dot and circle?

13. What community is located in the southern section of Michaux State Forest?

14. What does a solid red line indicate?

15. What small community is named for a Confederate Civil War general? (Look on route 174 near I-81)

16. On the scale of miles, ______ inches equals ______ miles.

17. What are the two largest state parks within Michaux State Forest?

18. What is the purpose of the state forests according to PA law?
American Hiking Society

Click on photo for web page
Click on photo for web page
Click on photo to reach web page
Click on map for web page

National Park Service
RNR – Reflection and Resources

- Reflection will be used Before, During, and After our educational experience.
- Pre-flection will use the Graffiti strategy to enhance the discovery of new perspectives.
- The During Reflection will use the What? So What? Now What? Strategy to bring better understanding of our experience.
- The After Reflection strategy will be Head, Hearts, and Hands which allows students to view their learning experience in a broad context.
- All 3 reflections can be used as assessment devices.
Resources

- Six copies of each book and copies of 5 stories will be needed.
- Transportation to the AT will be needed to spark this outdoor reading experience.
- Transportation for the culminating experience with community members on the AT will also be needed.
- Assistance on hike from PATC.
Credits

• Thank you Greg Shuman for your tireless & patient assistance.
• Gracias Dr. Mike Marsh for your expertise and scanning abilities.
• Thank you Rita Hennessy, instructors, and participants in A Trail to Every Classroom.