

## The Castle in the Attic Scope and Sequence

**NOTE:** The lessons for this unit give page references for the 1985 Yearling publication.

**Unit of Study:** *The Castle in the Attic*

**Genre:** Epic Fantasy

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	<b>Vocabulary:</b> <i>quest</i>  Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"> <li>• Complete story elements handout together</li> <li>• Identify genre</li> <li>• Make a prediction</li> </ul>
2		<b>Vocabulary:</b> <i>hero vs. villain</i>  Use the genre chart to help students understand what to expect from epic fantasy.	
3	Chapter 1 pp. 3–7	<b>Vocabulary:</b> <i>deceitful</i>	Focus on using comprehension strategies to determine important characters and infer character traits. <ul style="list-style-type: none"> <li>• Co-create a character list</li> </ul>
4	Chapter 2 pp. 8–12	<b>Vocabulary:</b> <i>chivalry</i>	Focus on the setting. <ul style="list-style-type: none"> <li>• Use the castle diagram to “walk through the castle”</li> </ul>
5	Outside Text: <i>The Legend of King Arthur</i>		Focus on what makes King Arthur an important person to know about.
6	Chapter 2 pp. 12–16	<b>Vocabulary:</b> <i>tradition</i>	Recognize the author’s craft of foreshadowing and use the big clues generated by this technique to make predictions.
7	Chapter 3 pp. 17–25	<b>Vocabulary:</b> <i>friend vs. foe</i>	Focus on important details in order to visualize characters. <ul style="list-style-type: none"> <li>• Continue to co-create a character list</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
8	Chapter 4 pp. 26–31	<b>Vocabulary:</b> <i>power</i>	Focus on important story elements. <ul style="list-style-type: none"> <li>• Character list</li> </ul>
9	Chapter 4 pp. 31–40		Focus on the important events. <ul style="list-style-type: none"> <li>• Co-create an important events list (Sir Simon's story)</li> </ul>
10		Retell summary writing and share-out. <ul style="list-style-type: none"> <li>• Sir Simon's story</li> </ul>	
11	Chapter 5 pp. 41–48	<b>Vocabulary:</b> <i>legend</i>	Consider what is right and what is wrong.
12	Chapter 6 pp. 49–56	<b>Vocabulary:</b> <i>freedom vs. tyranny</i>	Focus on important information and use that information to make predictions. <ul style="list-style-type: none"> <li>• Co-create a list of predictions</li> </ul>
13	Chapter 7 pp. 57–62	<b>Vocabulary:</b> <i>unwilling</i>	Identify the problem and solution. <ul style="list-style-type: none"> <li>• Co-create a problems list</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
14	Chapter 7 pp. 62–70	(After read-aloud) Consider the function of time in epic fantasy.	Consider how two characters are similar and different. <ul style="list-style-type: none"> <li>Co-create a comparison chart</li> </ul>
15		Comparison writing <ul style="list-style-type: none"> <li>William vs. Alastor</li> </ul>	
16	Chapter 8 pp. 71–77	Vocabulary: disapproval	Focus on inferring a character's feelings. <ul style="list-style-type: none"> <li>Continue to co-create a problems list</li> </ul>
17	Chapter 9 pp. 78–87	Vocabulary: regret	Focus on inferring the main char- acter's feelings and motivations. <ul style="list-style-type: none"> <li>Continue to co-create a problems list</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
18	Outside Text: Becoming a Knight		Consider how events are similar and different and use those events to make predictions.
19	Chapter 9 pp. 87–92	<b>Vocabulary:</b> <i>peace offering</i>	Focus on using knowledge of the genre to make predictions.
20		Focus on naming a line of thinking. <ul style="list-style-type: none"> <li>• Co-create an evidence collection box</li> </ul>	
21	Chapter 10 pp. 93–101	<b>Vocabulary:</b> <i>mercy</i>	Focus on important events and add evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Continue to co-create an evidence collection box</li> </ul>
22	Chapter 10 pp. 102–107	<b>Vocabulary:</b> <i>knight</i>	Consider the purpose of multiple plots.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
23	Chapter 11 pp. 108–111	<b>Vocabulary:</b> <i>tempted</i>	Visualize the setting. <ul style="list-style-type: none"> <li>Co-create a setting map</li> </ul>
24	Chapter 11 pp. 111–116	<b>Vocabulary:</b> <i>apparition</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> </ul>
25	Chapters 11 & 12 pp. 116–121	<b>Vocabulary:</b> <i>steadfast</i>	Focus on the relationships of events (cause and effect).
26	Chapter 12 pp. 121–128	<b>Vocabulary:</b> <i>compassionate</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> <li>Continue to co-create a setting map</li> </ul>
27	Chapter 12 pp. 128–130	<b>Vocabulary:</b> <i>foolish vs. wise</i>	Focus on keeping track of important characters. <ul style="list-style-type: none"> <li>Co-create a fantastical-world character list</li> </ul>
28	Chapter 13 pp. 131–139	<b>Vocabulary:</b> <i>courage</i>	Infer the most important event in the story—the turning point—and use that event to infer the author’s message. <ul style="list-style-type: none"> <li>Continue to co-create an evidence collection box</li> </ul>
29		Turning point writing and share-out.	
30	Chapter 14 pp. 140–148	<b>Vocabulary:</b> <i>imprisoned vs. freed</i>	Use the turning point to predict how the story will end.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
31	Read-In Chapters 15–17 pp. 149–179		
32		Synthesis summary	
33– 38		Formal writing: Literary Essay Prove how the Code of Chivalry helped William overcome tests and prove his goodness. Describe how the Code of Chivalry has helped you overcome tests in your own life.	