



# FICTION

## Grade 3

# LARRC

Language and Reading Research Consortium

ASU • FSU • KU • LU • MGH IHP • OSU • UNL

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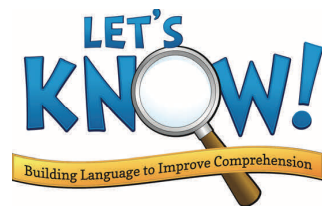
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# UNIT VOCABULARY

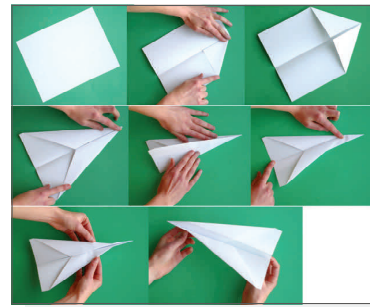
## Spiral

A pattern that winds around in circles



## Sequence

One thing after another



## Plot

The main story of a work of fiction



## Culture

Way of life, ideas, and traditions for a group of people



## Solemn

Very serious



## Ceremony

Special actions, words, or performances to mark an important event



## Conclusion

The end of something



## Associate

Join with



Grade 3 | **FICTION**

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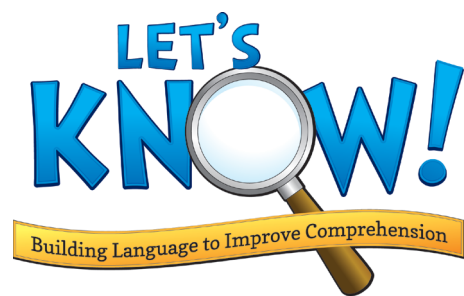
## Week 5

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## Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



# UNIT OVERVIEW

## FICTION

In this unit, children will retell narratives including the key story elements and discuss the author's purpose.

## CYCLES AND SEQUENCES

Students will identify and understand the cycles and sequences in narrative text structures.

## CLOSE PROJECT

Students will write and illustrate their own books, creating an alternate outcome for a story they have read!

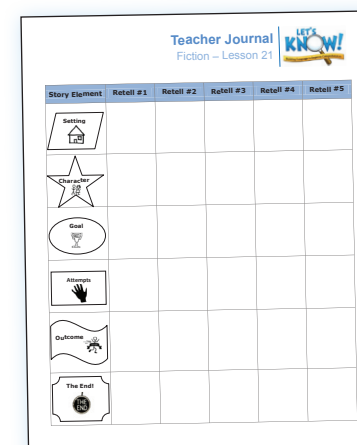
## UNIT TEXTS

During the unit, students will read and discuss three books related to the unit theme.

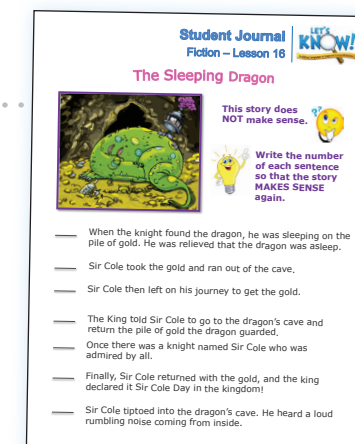
- Henry and the Kite Dragon by Bruce Edward Hall
- Chicken Sunday by Patricia Polacco
- Togo by Robert J. Blake

The Teacher's Bookshelf suggests additional theme-related texts for independent reading.

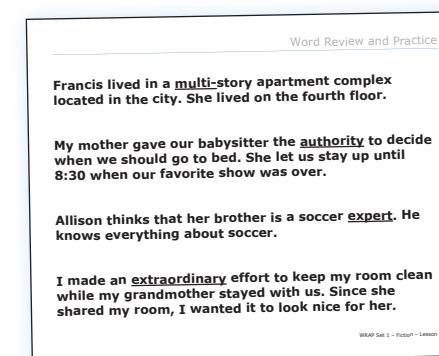
## UNIT MATERIALS



Teacher Journal\*



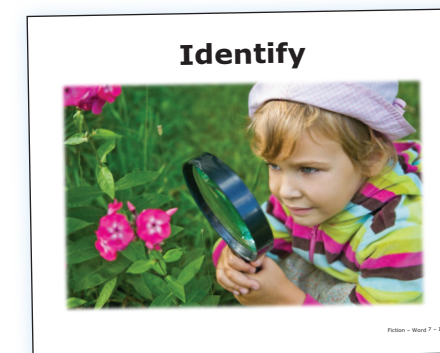
Student Journal



WRAP sets



Comprehension Monitoring Icons

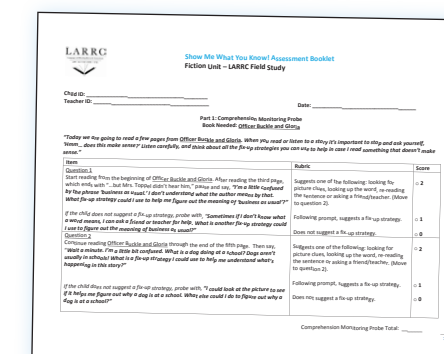


Vocabulary Picture Cards

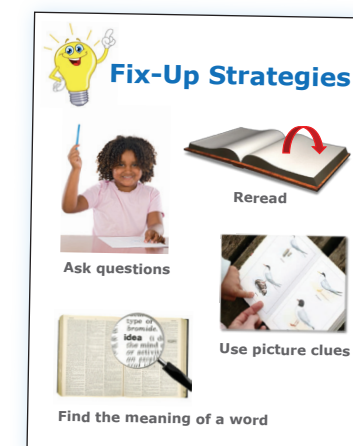
Prefix Game Cards Fiction - Lesson 13

fix	run	fat
view	stop	certain
caution	fiction	fill
make	sense	order
pare	tie	cycle
mind	complete	pay
able	fair	heat
afraid	broken	correct

Supplemental Materials\*



Show Me What You Know Assessment



Fix-Up Strategies Poster

## UNIT SCHEDULE

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## Study Resources

- Student Tracking Sheet
- Contact Information
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## Teacher Resources

- Professional Development Notes
- Teaching Techniques
  - Rich Discussion
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  - Using Navigation Words



# Teaching Techniques

## Read to Me – Rich Discussion

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Me lessons are designed to promote children’s engagement and experiences with a variety of rich texts aligned to the *Let’s Know!* unit themes. During these lessons, you will share texts that contain rich language and content with students in an engaging way. Reading aloud texts with children provides the opportunity to have rich discussions about the texts after reading. The goal of these discussions is to provide students opportunities to use *higher-level inferential language*.

During the Read to Me lessons, the reading of each text will be followed by a teacher-facilitated discussion (of approximately 5-10 minutes in length) involving all of the students. The discussion should center around one or more major questions, topics, or issues concerning the text.

### **STEPS TO USING RICH DISCUSSION**

The goal is to have a discussion that is facilitated but not dominated by the teacher, in which one topic is discussed extensively over multiple turns and multiple students are able to participate.

**The teacher should pose a question on a higher-level topic, such as the following:**

Narrative texts...

- The goals or motivations of a character and what happened as a result of their actions
- What might happen if the story continued
- Experiences that students have had that relate to the book

Expository texts...

- What would happen if animals did not change or adapt to different environments
- How fossils are formed
- Why it is important to conserve environmental resources

**Guidelines for discussion:**

- Show that you are listening to what others have to say.
- Respond to what others say in a way that demonstrates understanding.
- Be sure everyone knows what the discussion is about (and if there are any special rules for this discussion).

(Narrative/Expository)



# Teaching Techniques

## Read to Me – Comprehension Monitoring

### **TEACHING TECHNIQUE INTRODUCTION**

Comprehension monitoring is the process by which skilled readers identify when they don't or can't understand something (e.g., a novel word, an idea presented by the author) and then attempt to 'fix-up' that understanding.

### **OUTLINE OF TEACHING SEQUENCE**

#### **I Do:**

- 1) Model comprehension monitoring. Remind students to pay attention to the story structure (who the characters are, the initiating event, what the characters' goals are, and so on) or to the text structure of an expository text, as these will help them make sense of what they read.
- 2) Begin to read a text. Stop periodically to model, asking yourself, "Is everything making sense? What doesn't make sense about what I just read?"
- 3) Model specific fix-up strategies that students can employ when the text doesn't make sense. Fix-up strategies could include the following:
  - Using pictures and context clues
  - Asking questions (younger children can ask the teacher)
  - Rereading a sentence that did not make sense
  - Rereading the sentence before and after the sentence that didn't make sense
  - Finding the meaning of a word or studying a word for clues to its meaning
  - Using graphic organizers to organize what *is* known

#### **We Do:**

- 4) Students should be encouraged to use signs or signals when they don't understand what is being read. The fix-up strategies can be displayed on a poster, with reminders to students of different ways to address the gaps in understanding. Practice using these tools with students as you read together.

#### **You Do:**

- 5) As the students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

#### **Close:**

Remind students to stop periodically and ask themselves, "Does this make sense?" Encourage them to practice using fix-up strategies when parts of a text do not make sense.





# Teaching Techniques

## Read to Me – Predicting

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Me lessons are designed to promote children’s engagement and experiences with rich texts aligned to the unit focus. One instructional technique to be embedded within Read to Me lessons is that of predicting. Formally, predicting involves the act of foretelling something that will happen in the future, and it usually involves activation of one’s background knowledge. Predicting, as applied by students when reading or listening to a text, helps to activate their background knowledge on a given topic and to link that knowledge to new information in the book. In turn, these connections help students create a more precise *mental model* of a text. Having a mental model improves comprehension of the text.

At the same time, the act of predicting helps to create a purpose for reading and can help students become more engaged (as they seek to confirm whether their own predictions are correct). Reading for a purpose and being engaged when reading also improves children’s reading comprehension.

### **PREDICTING INVOLVES...**

- Using background knowledge to establish expectations about a text one is listening to or reading.
- Monitoring the accuracy of one’s predictions to confirm or adjust them while reading, and thus continue making deeper connections with the text.

### **HELPING STUDENTS TO PREDICT...**

- Students can learn to employ predictions as they read by explicit instruction in use of this strategy by their teacher. See below for a discussion of the steps in explicit strategy instruction.
- Students can produce predictions *before reading, during reading, and after reading*.
  - Before-reading predictions do not tend to improve students’ comprehension, but rather help students to activate background knowledge and become motivated.
  - During-reading predictions are embedded during reading (or listening) activities and are designed to help students engage more deeply with text, forge connections between background knowledge and a text, and provide students the opportunity to confirm their predictions by continued reading or listening.
  - After-reading predictions generally have no right answers; for instance, students might be asked to infer what will happen after a story ends. Although students cannot confirm these predictions, they can help students to engage more deeply with the text.

## **FIVE COMPONENTS OF EXPLICIT TEACHING OF COMPREHENSION STRATEGIES**

Taken from Duke and Pearson (YEAR), the following examples demonstrate how predicting can follow the steps of explicit strategy instruction for a **narrative text**.

### *1. An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

### *2. Teacher and/or student modeling of the strategy in action.*

“I am going to make predictions while I read this book. I will start with just the cover here. Hmm... I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I *predict* that this is going to be a make-believe story because owls don’t really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime. . .”

### *3. Collaborative use of the strategy in action.*

“I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next. . . Okay, now let’s hear what you think and why. . .”

### *4. Guided practice using the strategy with gradual release of responsibility.*

Early on...

“I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen’. Then make another prediction and write it down.”

(This is based on the Reading Forecaster Technique from Mason and Au (1986) described and cited in Lipson & Wixson [1991].)

### *5. Independent use of the strategy.*

“It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

The following examples demonstrate how predicting can follow the steps of explicit strategy instruction for an **expository text**.

1. *An explicit description of the strategy and when and how it should be used.*

“Predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. *Teacher and/or student modeling of the strategy in action.*

“First read the title, look at the table of contents, and look at some of the photographs, charts, and diagrams. Then think about what we already know about the topic and concepts. We call this information our schema, or our prior knowledge; we have to recall this from memory. Finally, I can use my prior knowledge to make an informed prediction about what we might read about in this text... I think the author is going to tell us a lot about the life cycle of a frog. Maybe she will even tell us more information about how a tadpole becomes a frog...”

3. *Collaborative use of the strategy in action.*

“I’ve made some good predictions so far in the book. From this part on I want you to make predictions with me. I am going to read the title of the first chapter and show you the photographs... Recall what you know from memory—use your prior knowledge. What interesting information do you already know about frogs? Turn to your neighbor and compare what you already know. Okay, now let’s hear what you think and why.”

4. *Guided practice using the strategy with gradual release of responsibility.*

Early on...

“Now, based on the information you think you know, what do you predict the author will write about in this section? Turn and tell your neighbor.”

Later on...

“The last thing we have to do is revisit our predictions. Were we on track? Did we learn something new? For example, we read that frogs start their lives as eggs. Before, I said that they start their lives as tadpoles. So I learned something new. I am going to write that on our Prediction Chart under the heading *Now I Know*.”

5. *Independent use of the strategy.*

“It’s time for silent reading. As you read today, remember what we’ve been working on—making predictions while we read. Be sure to make predictions and ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether or not you were on track.”

**References**

Duke, N. K., & Pearson, P. D. (in press). Effective practices for developing reading comprehension. To appear in A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say about Reading Instruction*. Newark, DE: IRA.



# Teaching Techniques

## Words to Know – Rich Vocabulary Instruction

### TEACHING TECHNIQUE INTRODUCTION

The Words to Know lessons are designed to promote children’s knowledge and use of vocabulary aligned to the unit focus. The teaching technique Rich Instruction characterizes the elements of effective vocabulary instruction summarized by Beck and McKeown (1991, 2007). Specifically, the rich vocabulary instruction approach of *Let’s Know!* focuses on increasing the quality and complexity of children’s oral language by targeting complex vocabulary and using a discussion-based approach during a group read-aloud. Both younger and older students can learn and use complex vocabulary efficiently from read-aloud activities and discussion. Furthermore, the use of read-aloud activities to teach vocabulary allows teachers to expose children to a variety of good books and broad language experiences.

### OUTLINE OF TEACHING SEQUENCE

- 1) **Identify the word (i.e., say and show the word to students).**
  - Pre-K and K students say the word.
  - Grade 1–2 students spell the word orally.
  - Grade 3 students write the word.
  
- 2) **Provide a child-friendly definition and use the word in a sentence.**
  - Pre-K–3 students discuss why/how the picture represents the word.
  - Pre-K–3 students provide the definition in their own words.
  - Grade 1–2 students provide example sentences for the word orally.
  - Grade 3 students write an example sentence using the word.
  
- 3) **Discuss related words (e.g., synonyms, antonyms, and/or other words connected to the target word).**
  - Pre-K and K students focus on other words they think about and explain why.
  - Grade 1–3 students address one or more of the types of related words and discuss the difference between the new word and related words.
  
- 4) **Discuss the use of the word meaning in other contexts and/or other meanings of the same word in different contexts.**
  - Pre-K–K students discuss the use of the word meanings in other contexts.
  - Grade 1–3 students use the different word meanings in varied sentences.



# Teaching Techniques

## Integration – Inferencing

### TEACHING TECHNIQUE INTRODUCTION

To make an inference, the reader or listener uses information in the text or illustrations and his or her own background knowledge to fill in information (e.g., about what a character might be feeling) or go beyond/elaborate on what is presented (e.g., what might happen next), resulting in a deeper understanding of the text.

### OUTLINE OF TEACHING SEQUENCE

#### **Before the lesson:**

- 1) Preview the text and illustrations to determine where to stop and ask questions that will prompt inferential thinking.
  - a. See below for categories and sample questions.
  - b. Note that inferential questions typically begin with *Why* and *How*; if *What* is used, it is not for labeling, but rather to link the text to prior knowledge.
- 2) On sticky notes, write questions related to the text or illustration for each stopping point; place them on the page for easy reference when reading aloud.

#### **I Do:**

Begin by asking inferential questions and modeling making inferences.

- 3) Introduce the lesson and read the first portion of the text.
- 4) Ask your first question(s) and think aloud to model making an inference. Ensure that students can see how you are using both text clues and prior knowledge to infer something about the text.

#### **We Do:**

Gradually release responsibility for question generating and answering to students.

- 5) Ask another inferential question as you continue to read the text.
- 6) Allow students think time and/or time to talk to a partner.
- 7) Discuss answers as a class.
- 8) Repeat steps 5-8 for the remainder of the text or until time has run out.

#### **You Do:**

Transition into scaffolding students to generate *Why*, *How*, and *What do you think...* questions for themselves; provide support and encourage them to request support as needed.\*

\*Suggestion: Provide young children with icons to help them generate and answer questions. For example, Paris and Paris (2007) used a heart icon to signal inferences about characters' feelings and a head icon for inferences about characters' thoughts.

(Narrative/Expository)

**Close:**

Review the steps of making inferences and why it is so important to link our background knowledge to unfamiliar parts of the text to improve our understanding. Suggest how children can apply this technique in other contexts.

**CATEGORIES AND EXAMPLES OF INFERENTIAL QUESTIONS**

Categories (van Kleeck, Woude, & Hammett, 2006) that promote inferential thinking may be used to plan questions.

- Attitudes, points of view, feelings, mental states, and motives of characters
  - Character's feelings
    - *How do you think that made the little dog feel? Why do you think so?*
    - [pointing to an illustration] *How is that man feeling? Why?*
  - Character's motives
    - *Why do think Jack climbed the beanstalk?*
  - Character's thoughts
    - *What do you think the wolf is thinking now? Why do you think that?*
- Similarities and differences between elements within the text/illustrations (e.g., objects, events, concepts, people) or between the text/illustrations and students' world knowledge
  - [pointing to an illustration] *What can you tell me about the setting of our story now? How do you know our setting has changed?*
  - *What happened to the boy's neighbor? How is that similar/different to what happens in your neighborhood?*
  - *Look at the coloring of this lizard's skin. Do you think it lives in the jungle or the desert? Why?*
  - [pointing to a photo] *What might this area look like after many years if erosion continues?*
- Causes of events that have occurred
  - *Why do you think that happened?*
- Predictions (may also involve inferences related to characters' motives, thoughts, and feelings)
  - *What do you think will happen next? ...Why do you think so?*

**REMINDER: Refer to both text and illustrations when you create prediction questions, and scaffold students to do the same.**



# Teaching Techniques

## Integration – Retelling

### TEACHING TECHNIQUE INTRODUCTION

The Integration lessons are designed to provide students with an opportunity to learn and practice retelling and inferencing strategies to help them become more strategic readers. Retelling is a strategy students must learn to apply when listening to or reading narrative texts because it focuses their attention on key story elements that are essential for narrative comprehension (van den Broek, Kendeou, Lousberg, Visser, 2011).

The Retelling technique is designed to support the development of progressively more complete retellings. The steps selected for teaching retelling were adapted from several studies, all of which used one or more supports for developing the skill. Supports included visuals (e.g., icons, pictures, story maps, puppets) or role play/story reenactment (Davies, Shanks & Davies, 2004; Nielsen, 1993; Paris & Paris, 2007) with active engagement and repeated experiences to help students develop more complete retellings.

As with any strategy instruction, the teacher starts by modeling retelling for students. As students become more skilled in applying the strategy independently, they can work with peers to use the strategy or apply it on their own.

### OUTLINE OF TEACHING SEQUENCE

#### *Sample Instructional Sequence for Teaching Retelling*

[Day 1]

#### 1) **Introduce the strategy and story element icons.**

- a. Introduce students to the goal of this strategy—to listen for the key elements of the story so that they can retell the story. Explain that knowing the key story elements and retelling a story will help them to understand stories they hear read aloud or read themselves.
- b. Explicitly teach students the key story elements using the story element icons as you retell a story; each icon is explained in the *Let's Know!* lesson script. Once the icons are taught, they will be referred to as the teacher reads new stories and as a reminder when the teacher or students engage in retelling a story.

#### 2) **Apply the use of the story elements to a new story.**

- a. Before reading the new story, introduce the setting and characters briefly, making links to the story element icons.
- b. Set a purpose for listening connected to the story elements related to plot (e.g., characters' goals, attempts to reach goals, outcome/ending). Point to the icons as you set this purpose.
- c. Read the new story. Return to the purpose by engaging the group in discussing the plot-related story elements.

(Narrative)

- d. Introduce a story map that communicates the story elements using drawings. Prepare the story map in advance; you could use one piece of paper for each major story element (there may be more pages for attempts to reach goals). Show the drawings, organized in the order of the story.

**3) Retell the story.**

- a. Demonstrate and explain how to use the story map as a guide when retelling the story.
- b. Introduce the idea of using signal words when retelling a story (as appropriate for the grade level). Post examples of words for students who can read.
  - Introduction (e.g., *there once was, once upon a time*)
  - Connecting words (e.g., *later, after that, and then, when, next*)
  - Ending (e.g., *at the end, finally*)

**4) Provide guided practice, helping students to retell the story using the story map.**

Suggestion: Refer to a poster or cards with the story element icons whenever discussing story elements, and provide students with a small, personal version of the icons.

[Day 2]

**1) Review the story elements and story element icons.**

**2) Repeat step 2 of Day 1 with a different story (or repeat with the same story).**

**3) Have students draw/assemble their own story maps.**

- a. As stories become longer, add more drawings to represent actions and attempts.
- b. At grades 2 and 3, you could have students write a retelling 'script' to accompany their story maps, using a paragraph or dramatic (play) format.

**4) Engage students in retelling the story in pairs or groups. Model and scaffold as needed.**

- a. Pre-K and K: The following are modifications and alternatives with a focus on active engagement and repeated exposure.
  - You may want to make copies of the story map for students to use, rather than have students spend time drawing/assembling their own.
  - Place copies of the story map with the storybook for students to use during center time or free choice time.
  - Engage students in reenacting the story. Act as the narrator and scaffold students through acting out the story. All students may participate (i.e., extra students could 'play' setting props such as trees or use gestures/poses to represent other parts of the story) or the children can take turns being the audience and actors.
  - Make cardstock puppets of the main characters to support retelling.
- b. Grades 1-3: To meet additional grade-specific objectives, in addition to identifying story elements, you could demonstrate and require students to:
  - Describe main characters when introducing them (indicators of personality and internal state).
  - Integrate key dialogue into retellings.
  - Extend the story map to include more than one episode and explain the concept of an episode.

(Narrative)



## References

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# Teaching Techniques

## Integration – Finding the Main Idea

### TEACHING TECHNIQUE INTRODUCTION

Identifying the *main idea* requires a listener or reader to select what is most important from the text and to disregard the less important information. Then the reader must integrate the most important ideas to determine the overall main idea of the text.

### OUTLINE OF TEACHING SEQUENCE

The following examples demonstrate an instructional sequence for teaching students how to find the main idea of an expository text.

#### **I Do:**

1) **Explain the technique Finding the Main Idea to students.**

“After reading the title and looking through the pictures of this book, we know that we are going to read about animal homes. Authors write many things about animals’ homes. The most important information that the author wants us to know is written in each section of the text. These are the main ideas. For now, you should stop after each paragraph that you read and say what the main idea of that paragraph was.”

2) **Model finding the main idea in action.**

“I am going to read a paragraph from the book and show you how I find the *main idea*, or what the author thinks is most important about animal homes in that paragraph. [Read the paragraph.] Hmm... The word *food* kept coming up when I read this paragraph. It said that people keep food in their homes and that some animals keep food in their homes. I think the main idea about animal homes in this paragraph is that some animals keep food in their homes, just like people. When a word keeps coming up in a paragraph, it can be a clue to the main idea.”

[Write the main idea on a chart and repeat this step with another paragraph.]

#### **We Do:**

3) **Practice finding the main idea with students.**

“I’ve found the main idea in the paragraphs we’ve read so far. Now I want you to work with me to find the main idea. As I read, you need to listen for words that are clues to the main idea and be ready to tell the class what you think the main idea is and why.” [Continue reading and write students’ ideas on the chart.]

4) **Provide guided practice on finding the main idea with gradual release of responsibility.**

Early on...

“I’ve called the three of you together to find the main idea while you read this book. After every paragraph each of you must stop, tell me the main idea of the paragraph, and explain how you decided it was the main idea.”

Later on...

“Each of you has a chart that lists different pages in your book. When you finish reading a paragraph, stop and write the main idea for each paragraph.”

**You Do:**

5) **Have students practice finding the main idea independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea in paragraphs. Be sure to find the most important information that will be the main idea in each paragraph. Ask yourself what helped you decide that was the main idea.”

**Close:**

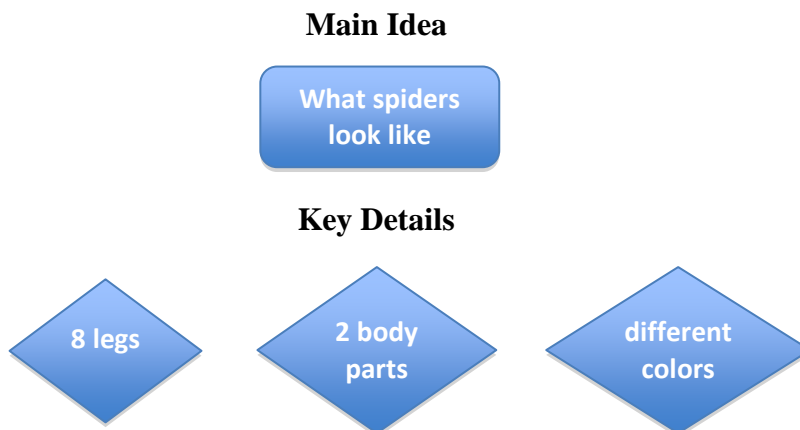
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

Once students can identify the main idea at the paragraph level with repeated words as the clue, move to teaching other clues to the main idea (e.g., boldface print, headings, and the first sentence of a paragraph). Later, expand the same process to larger units of text to decide the main idea (e.g., a subsection of a book). Reapply what you taught regarding clues to finding the main idea to larger units of text.

**IDENTIFYING SUPPORTING DETAILS**

Once students have a solid understanding of main idea, teach them how to identify *key supporting details* (important things to know about the main idea). Take the main idea of a paragraph/section that includes 2-3 important details, and ask questions in order to model how to identify the details. Create a concept map with one *Main Idea* (e.g., What spiders look like) on top and the *Key Details* (e.g., eight legs, two body parts, different colors) below; you could use another shape to signal the difference between the main idea and details.

**Note:** Not all books lend themselves well to teaching supporting details. Many simpler expository texts may have a clear main idea and examples, but not clear supporting details.





# Teaching Techniques

## Integration – Summarizing

### TEACHING TECHNIQUE INTRODUCTION

Summarizing requires a listener or reader to identify the *main idea* and key *supporting details* of a text or part of a text, and then to communicate them to an audience orally or in writing.

### OUTLINE OF TEACHING SEQUENCE

#### **I Do:**

1) **Describe to students how they can summarize a text.** Explain that they will include the main idea and supporting details of a book, or part of a book, and then explain them to others who have not read that book.

2) **Model summarizing a text or part of a text for students.**

“We already determined the main idea and key supporting details for the first section of our book. We put the main idea in the rectangle (*what spiders look like*) and the supporting details in the diamond shape. I am going to use this information to summarize this section of the book... ‘Spiders look the same in some ways. They look alike because they all have 8 legs and 2 body parts. What is not the same is they can be different colors.’”

#### **We Do:**

3) **Orally summarize a text or part of a text with students.**

“Let’s look at one of the other concept maps we made when we were reading the book about spiders. Now I want you to work with me to use the main idea and supporting details on our chart to help me summarize this next part of the book. [Call attention to the chart and provide guidance reminding them to say the main idea *first*.] Next, turn to your partner and summarize...” [Have pairs share their summaries with the group.]

4) **Provide guided practice for summarizing with gradual release of responsibility.**

“I’ve called the three of you together to work on summarizing sections of this book. After every each section, I want you to decide together on the main idea. Then write it down and draw a rectangle around it. Next, do the same for the important details. Afterwards, practice saying your summary to each other using what you wrote down as your guide.” [Support students as they practice summarizing.]

**Note:** Repeat steps 1 and 2, modeling and practicing writing a summary.

5) **Later on . . .**

“Each of you has a paper that lists the sections in your book. Read the section, and then map out the main idea and supporting details on your paper. This time, instead of telling your summary, write your summary down.”

**You Do:**

6) **Have students practice summarizing independently.**

“It’s time for silent reading. As you read today, remember what we’ve been working on—finding the main idea and supporting details in sections of a book, and then writing a summary of that section. Your job is to map out the main idea and supporting details for two sections of your book and write a summary for each.”

**Close:**

7) **Conclude the lesson, demonstrating the value of the strategy taught.** Remind students of the importance of finding the main idea and key supporting details, and then writing them down as a way to prepare to tell or write a summary. Explain that summarizing a text shows that you understand the important parts of what you read.



# Teaching Techniques

## Read to Know – Engaging Readers

### **TEACHING TECHNIQUE INTRODUCTION**

The Read to Know lessons are designed to promote children’s engagement with reading by allowing students the autonomy to make decisions about what they read and helping them to select texts that are of interest to them. Coupling the reading with a task—either working alone or collaboratively with peers—to communicate information from the text to someone who has not read it (e.g., recount the text or share information, ideas, thoughts, and feelings) is also very engaging. Tasks may include drawing or other visual display with dictation, writing, audio, or video, including digital storytelling.

### **OUTLINE OF TEACHING SEQUENCE**

- 1) Make a variety of texts that are well matched to the goals of the unit (e.g., learning about story elements, reading about animals) available to students. Consider a range of texts in terms of students’ levels, and provide a variety of familiar and unfamiliar books. Some selections should lend themselves to comparison (e.g., several stories by the same author; stories with animal characters; similar genres, such as fantasy, realistic fiction, and historical fiction).
- 2) Provide students autonomy in selecting texts to read while simultaneously enticing them to look at texts that will challenge them.
- 3) Explain the purpose of the lesson (to select a book or books, read alone, complete a task, and share with a partner or small group).
- 4) Present a task that requires students to respond to their reading in a deep way. For example, you could have students draw a story element, share a reaction to a text with a partner, or share ideas in small book clubs based on the texts they selected to read.
- 5) After 10-20 minutes of reading, have students complete the task and share with others.

### **EXAMPLES OF TASKS FOR DIFFERENT GRADE LEVELS**

Pre-K and K:

- Draw your favorite part or favorite character from a story.
- Create puppets to use to retell the story you read.
- Draw and share two things you learned from an expository text with your partner.

Grades 1-3:

- Create a storyboard or story map to illustrate the important parts of the story and use it to retell the story to others. Use descriptive details in your retell.
- *Write in your journal:* Describe a character in your own words. Use examples from the story to show what the character did, thought, or said.
- *Write in your journal:* Compare and contrast two texts you read. Create a chart showing the similarities and differences.

(Narrative/Expository)



# Teaching Techniques

## Text Mapping – Recasting

### **TEACHING TECHNIQUE INTRODUCTION**

The Text Mapping lessons include objectives related to the production and comprehension of different grammatical structures. The technique discussed in this document is *recasting*. With conversational recasting, a teacher follows up on a child's incorrect and/or less-complex utterance with a sentence using a similar but corrected, and sometimes expanded, form. Recasts maintain the meaning of children's utterances while modifying their structure. For example, if a child says, "The dog running," the teacher would say, "Yes, the dog is running." There is strong evidence that supports the use of recasting with children when targeting grammar objectives (e.g., Fey, Long, & Finestack, 2003; Nelson, Camarata, Welsh, Butkovsky, & Camarata, 1996).

### **USING RECASTING IN *LET'S KNOW!***

- This instructional technique is used by teachers during discussions/conversational interactions with students. No specific materials or context are required for this technique.
- When using the *Let's Know!* units, teachers should focus recasting on grammar objectives associated with a particular unit or lesson.
- The following is an example of recasting if the focus of a particular unit is using appropriate suffixes, including past tense *-ed*.

Child: *Harry get dirty.*

Teacher: *Yes, Harry got dirty when he ran away.*

Child: *They clean him.*

Teacher: *Yes, they cleaned him; they gave Harry a bath.*

Recasts such as this are meant to keep teacher-child interactions natural while allowing a child to hear the appropriate production of a specific grammatical form (e.g., complex sentences). It is important that teachers do not explicitly prompt or request a child to imitate the sentence the teacher generates when recasting.

### **References**

- Fey, M., Long, S., & Finestack, S. (2003). Ten principles of grammar facilitation for children with specific language impairments. *American Journal of Speech-Language Pathology*, 12, 3-16.
- Nelson, K. E., Camarata, S. M., Welsh, J., Butkovsky, L., & Camarata, M. (1996). Conversational recasting treatment on the acquisition of grammar in children with specific language impairment and younger language normal children. *Journal of Speech, Language, and Hearing Research*, 39, 850-859.



# Teaching Techniques

## Text Mapping – Using Think-Alouds

### **TEACHING TECHNIQUE INTRODUCTION**

A think-aloud is a technique used by teachers to model what they think about when listening to or reading a text (Kucan & Beck, 1997). In a think-aloud, a teacher “verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension” (Harris & Hodges, 1995, p. 256). The use of think-alouds with elementary students has shown a positive effect on comprehension (Block, 2004).

### **OUTLINE OF TEACHING SEQUENCE**

- 1) Prior to reading, preview the book, looking specifically for information that you will use to complete a graphic organizer or chart related to the text. Flag pages where these examples occur with a sticky note. It is helpful to write down thoughts or notes about what to say when you stop at these places.
- 2) Begin the lesson by saying that you are going to read the text and look for information that will help you fill out a chart about the text or topic (e.g., predicting or identifying story elements in a narrative text, sequencing the process of erosion from an expository text).
- 3) Start to read the book, and then stop at one of the designated spots. Model a think-aloud for students so they can see how you are taking information from the text and using it to fill in a graphic organizer that synthesizes the information.

### **USING THINK-ALLOUDS WITH NARRATIVE TEXT**

Taken from Pressley (1992), the following provides an example of using a think-aloud when reading a narrative text. The teacher uses a think-aloud to model how to visualize and predict during reading of a narrative text.

#### **EXAMPLE:**

Teacher: ““That night Max wore his [wolf] suit and made mischief of one kind and another’ ... Boy, I can really visualize Max. He’s in this monster suit and he’s chasing after his dog with a fork in his hand. I think he’s really starting to act crazy. I wonder what made Max act like that... Hm-m-m... I bet he was getting a little bored and wanted to go on an adventure. I think that’s my prediction.”

In this think-aloud, the teacher points out salient elements of the text and verbalizes thoughts.

### **USING THINK ALLOUDS WITH EXPOSITORY TEXT**

The following is an example of how a think-aloud can be used when teaching students to pay attention to important information and features of expository text.

(Narrative/Expository)



**EXAMPLE:**

Teacher: “Today we will be reading a text about *erosion*. I want us to take information from this book—the most important pieces of information related to erosion and *how/why* it occurs—and use it to complete this graphic organizer.

[Teacher reads paragraph about erosion.]

“I just read that erosion occurs when rocks and other materials on the earth that have been broken down are carried away by wind, water, ice, or gravity. So erosion can be caused by four things—wind, water, ice, or gravity. I think I’m going to write in the *Cause* section of this chart that erosion can be caused by four things. These four things are important causes of erosion—they cause rocks and other earth materials to break down.”

In this interaction, the teacher points out the salient information in the text and then verbalizes her thoughts about where to put this information on the chart.

**References**

- Block, C.C. (2004). *Teaching comprehension: The comprehension process approach*. Boston: Allyn& Bacon.
- Harris, T.L., & Hodges, R.E. (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Kucan, L., & Beck, I.L. (1997). Thinking aloud and reading comprehension research: Inquiry, instruction, and social interaction. *Review of Educational Research*, 67, 271-299.
- Pressley, M., El-Dinary, P.B., Gaskins, I., Schuder, T., Bergman, J.L., Almasi, J., et al. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 513-555.



# Teaching Techniques

## Text Mapping – Using Navigation Words

### **TEACHING TECHNIQUE INTRODUCTION**

The Text Mapping lessons are designed to teach students to use text structure to derive and convey meaning. The lessons provide students with an opportunity to learn and practice different techniques that help them think analytically about the structure, elements, and features of text in order to aid comprehension. Text usually includes *navigation words*, or clue words that signal the type of text and what kind of information the text will include. Knowing and recognizing navigation words will help students identify information in text and make sense of what they read. The teaching technique Using Navigation Words is influenced heavily by reading instruction used by Joanna Williams and colleagues (see citations below).

As with most strategy instruction, it is important that the teacher explicitly teaches and models this technique in the classroom. The following is an example of how you could sequence instruction on navigation words.

### **OUTLINE OF TEACHING SEQUENCE**

#### **I Do:**

- 1) Introduce students to the goal of the strategy.
- 2) Use an example of a certain type of text and associated navigation words.
  - a. For example, in most narratives, events happen in chronological order; this order is crucial to comprehending what happens in the text. Authors may use navigation words such as *first*, *next*, *later*, and *finally* to help readers understand the important story events in the order in which they happened.
  - b. Similarly, navigation words such as *because*, *so*, *therefore*, and *as a result* may be used in expository texts to signal cause-and-effect relationships.

When students know navigation words, they understand that if a navigation word begins a sentence, the next event or piece of information will likely be important.

#### **We Do:**

- 3) Read a paragraph aloud that includes navigation words. It might be helpful to have the paragraph visually displayed for the whole class (e.g., on an interactive whiteboard or easel) so that you and students can underline the navigation words as they appear.
- 4) Stop after reading a sentence with a navigation word, identify the navigation word, and then rephrase the salient information that the clue word signaled. You can gradually ask students to identify the important information following the navigation word.

**You Do:**

- 5) Then have students read a paragraph in pairs or independently, identifying or underlining the navigation words. They should then discuss in pairs, small groups, or as a class how the navigation words helped them understand the narrative or expository text. They can use the navigation words to help determine the text structure.
- 6) It might be helpful to provide students with lists of navigation words for different text structures in both narrative and expository texts (e.g., chronological order, cause and effect, compare and contrast, and so on). You can prompt students to look at these lists as they read a particular text type.

**Close:**

- 7) Review the steps of using navigation words and suggest how students can apply the knowledge in other contexts. Explain that knowing navigation words helps readers identify important pieces of information in the texts.

**References**

- Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & deCani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*, 538- 550.
- Williams, J. P., Nubla-Kung, A. M., Pollini, S., Stafford, K. B., Garcia, A., & Snyder, A. E. (2007). Teaching cause-effect text structure through social studies content to at-risk second graders. *Journal of Learning Disabilities*.
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## WEEKLY LESSON PLANNER

### FICTION

Week 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Lesson Type</b>	Hook	Read to Me	Words to Know	SMWYK Practice
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Get students excited and engaged with the unit through interactive activities.</li> <li>Introduce students to the text structure <b>sequences</b> and cycles.</li> <li>Order a familiar story in the correct <b>sequence</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 topics and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Define the Words to Know by providing a simple definition.</li> <li>Use target vocabulary words correctly in spoken or written stories.</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>
<b>Lesson Texts</b>	• N/A	• <u>Henry and the Kite Dragon</u> by Bruce Edward Hall	• <u>Henry and the Kite Dragon</u> by Bruce Edward Hall	• <u>Henry and the Kite Dragon</u> by Bruce Edward Hall

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>List of familiar stories </li> <li>Variety of familiar narrative texts </li> </ul>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #1</li> <li><b>Sequence</b> cards for Lesson #1 </li> </ul>	<ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional) </li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #3</li> <li>Student Journal Lesson #3</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Practice Instructions </li> <li>SMWYK Assessment Booklets (2) </li> </ul>



Digital/Tech



Prep Materials



Preview the Text







Game


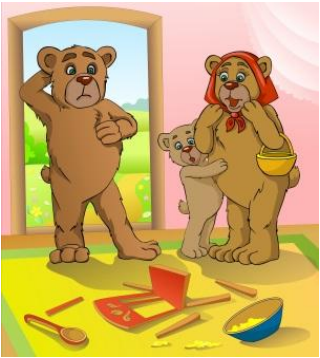




Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	HOOK LESSON 1
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Get students excited and engaged with the unit through interactive activities.</li> <li>• Introduce students to the text structure <b>sequences</b> and cycles.</li> <li>• Order a familiar story in the correct <b>sequence</b>.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Round Robin</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Chart paper, document camera, or interactive whiteboard</li> <li>• List of familiar stories</li> <li>• Variety of familiar narrative texts</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #1</li> <li>• <b>Sequence</b> cards for Lesson #1</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Students will work in groups of four for the You Do activity. Each group will have a set of <b>sequence</b> cards. You could precut the <b>sequence</b> cards for Lesson #1 in half, or have the students cut the cards so each member has one part of the <b>sequence</b>.</li> <li>○ Gather familiar narrative texts to use as you demonstrate <b>sequence</b>.</li> </ul> </li> <li>• Examples of familiar narrative texts: <ul style="list-style-type: none"> <li>○ <u>Cinderella, Sleeping Beauty, Where the Wild Things Are, The Little Red Hen, The Gingerbread Man, Jack and the Beanstalk, Little Red Riding Hood, Stellanluna, Frog and Toad Together</u></li> <li>○ Your classroom's favorite or recently read books</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "I want you to think about an activity you do that you always do in the same order or <b>sequence</b>. <b>Sequence</b> means 'one thing after another.' Did you think of something? Lots of things we do every day happen in a logical <b>sequence</b>. Stories we read are also written in a <b>sequence</b>. In this unit we will read stories and remember their <b>sequences</b>. When you figure out the <b>sequence</b> in a story, it helps you understand it. We'll also write our own <b>sequence</b> of events for one of our books. It's going to be fun!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #1. You could say:</b>  "The events in stories happen in a certain order. Knowing that a story is told in <b>sequence</b> will help us understand the story. Let's look at a story we all know, <u>Goldilocks and the Three Bears</u>, and summarize the <b>sequence</b> of events. I'm going to use navigation words like <i>first, next, then, and last</i> to signal when something happens next in the <b>sequence</b>. I'll use this graphic organizer to help us order the <b>sequence</b> of events. <i>First</i>, the three bears tasted their porridge and decided it was much too hot to eat, so they went for a walk to let the porridge cool."  <b>Continue sequencing the events of <u>Goldilocks and the Three Bears</u> using the graphic organizer and navigation words.</b></p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>        “Most of the time an author tells the <b>sequence</b> of events in a chronological order, like in <u>Goldilocks and the Three Bears</u>. Another example is the story of the <u>Tortoise and the Hare</u>. <i>First</i> the animals start the race. <i>Next</i> the hare fools around instead of trying his best. <i>Then</i>, the tortoise keeps moving toward the finish, and <i>finally</i> the tortoise crosses the finish line to win the race.</p> <p>“Sometimes an author repeats a series of events or episodes in a story to make the story more interesting. Let’s look at another story we all know, <u>The Three Little Pigs</u>. <b>(create a sequence chart on the board or chart paper and have students suggest events to fill in)</b> I would like you to help me use navigation words to fill in the <b>sequence</b> of events in the story on this chart. What happens <i>first</i>? <b>(pause for response)</b> Okay, <i>first</i> the three little pigs leave home and gather materials to make their new homes. <i>Next</i>, the first two pigs build their houses, but the wolf blows them down. Do you remember what happens next? <b>(pause for response)</b> <i>Then</i>, they run to the third pig’s house made of bricks. <i>After that</i>, the wolf keeps huffing and puffing, but he can’t blow down the brick house. <i>Finally</i>, the wolf comes down the chimney, but the pigs outsmart him!”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display a list of familiar narrative stories. Then divide students into groups and distribute the sequence cards. You could say:</b>        “Now it’s your turn to <b>sequence</b> a story with your group and present it to the rest of us. Choose a story from this list, or pick a different story that you know. Use your <b>sequence</b> cards to order the events. Each group member will be responsible for reporting one event in the <b>sequence</b>. For example, [Student X] will hold up the <i>First</i> card and report what happened first in your story. [Student Y] will hold up the <i>Next</i> card and briefly tell us what happened next. You have [10] minutes. Go!”  <b>Have students write and/or draw their events on their sequence cards if they choose, but encourage them to practice presenting their events orally.</b></p> <p><b>When groups are ready, have the members stand in order, holding their sequence cards, to orally summarize their story for the class using correct sequence.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>        “When we understand the <b>sequence</b> of a story—the order in which it happens—this helps us understand the story. There are key words that signal a <b>sequence</b>. Tell a partner three of these words... <b>(students might say <i>first, next, then, or last</i>)</b> When we are done with this unit you’ll write your own story in a <b>sequence</b>! <b>Sequence</b> words come in handy when you’re telling your friend about a movie you saw or how to play a video game. I’ll be listening for you to use these <b>sequence</b> words at school.”</p>

First	Second	Third	Last
			

After	Next	Then	Finally
			



First

Next





Then

Finally

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 2
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Identify when text doesn't make sense and apply fix-up strategies.</li> <li>Engage in a range of talk structures on Grade 3 topics and texts.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>Comprehension Monitoring</li> <li>Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Round Robin</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Fix-Up Strategies Poster</li> <li>Comprehension Monitoring Icons (optional)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut out and laminate the Comprehension Monitoring Icons (optional).</li> <li>Preview <u>Henry and the Kite Dragon</u> to find instances where you will model comprehension monitoring, or where children are likely to have difficulty with comprehension. Mark those places with a sticky note and be prepared to discuss fix-up strategies students might use to better understand the text. There are suggestions in the lesson but you could use others.</li> </ul> </li> <li>Emphasize the importance of comprehension while reading. During the I Do routine, introduce the Comprehension Monitoring technique. If you choose, you may use the Comprehension Monitoring Icons, or Makes Sense/Doesn't Make Sense signs. Use of the signs is optional; instead, you may want to have students raise their hands or give a thumbs-down signal when they are confused about something in the text.</li> <li>You could also display the Fix-Up Strategies Poster to reference throughout the <i>Let's Know!</i> units. If you already use a list of comprehension monitoring strategies in your classroom, you may refer students to that list during the lessons.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Think about a time when you were either listening to a story or reading one, and there was something you didn't understand. What should you do when this happens? Just keep going? No! You should stop and apply what we call a fix-up strategy, something that helps you understand what you're reading. It is important to monitor how well you understand as you listen or read so that you will know when something confusing happens; then you can fix it. Today our purpose is to learn how to monitor what we're reading to make sure we understand what we read. Then we'll talk about some ideas from the book."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>As you read, model for students what it looks and sounds like to monitor comprehension. Demonstrate how to use the Makes Sense/Doesn't Make Sense signs (Comprehension Monitoring Icons) if you choose to use them, and display the Fix-Up Strategies poster.</b></p>	

**You could say:**

“As you read or listen to stories you may come across words, sentences, ideas, or information that doesn’t make sense. The book I am going to read to you takes place in the 1920’s in a place called Chinatown in New York City. So there may be ideas or words that you are not familiar with. When this happens, you need some strategies to help clear up your confusion. The first step is to realize that something doesn’t make sense. **(show Doesn’t Make Sense sign)** The next step is to stop reading and apply a fix-up strategy to correct your confusion.

“I am going to begin our story. When I find a point in the text that doesn’t make sense, I will think about what I can do to fix it; this is called using a fix-up strategy. Some fix-up strategies are listed on our Fix-Up Strategies Poster. **(refer to the poster, explaining each strategy briefly)** After I do this a couple of times, you will have the opportunity to work with a partner and talk about what you could do when what you are reading doesn’t make sense.”

**Read the first two pages of text aloud, and demonstrate using the Comprehension Monitoring Icons (or other chosen signals) to monitor comprehension. You could say:**

“After reading the first few pages of our book, I pause and think: Did I understand every word, phrase and sentence? I am going to hold up the Doesn’t Make Sense sign because I am not sure what *dumplings* are. I am going to use the fix-up strategy *Reread* and try to make connections to the words and phrases around the word *dumplings*. When I go back and read the sentence carefully, I see that the author tells me they are tasty, and he likes them with tea. Is it like a cookie? I know some people like cookies with their tea, or little sandwiches. But the next sentence says he likes the ones with shrimp, so I don’t think it is a cookie! I have had chicken dumplings before; maybe they are more like that. Now I can flip my sign over to the Makes Sense side, because I understand *dumplings* now.”

**Continue reading; pause after the first paragraph on the ninth page, which begins “Up on the roof...” You could say:**

“Here’s another example... I realize that something I heard doesn’t make sense, so I stopped. **(display Doesn’t Make Sense icon)** I don’t understand what a *brisk* breeze is. I don’t think I know the word *brisk*. I know you need wind to fly a kite, and a *breeze* is a little wind, but I also know you need just the right amount of wind. Not too much, and not too little. Since *breeze* means a gentle wind, I’m thinking *brisk* would make the wind a little stronger. I’ve heard people say to ‘walk *briskly*.’ I think that means fast, so *brisk* in this sentence might mean a faster breeze. Probably just enough for flying kites. To ‘fix-up’ my confusion, I went back to the word I didn’t know and read the text around it. It said it was a perfect day for kite-flying. I took what I know about the word *breeze*, and what I know about kite-flying and figured out that a *brisk* breeze would be a quick breeze, good for flying kites. I used two strategies to help me: I made connections and I reread the text.” **(display Makes Sense icon)**

**WE DO**

**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.**

**If you choose, distribute the Makes Sense/Doesn’t Make Sense signs to students. You could say:**

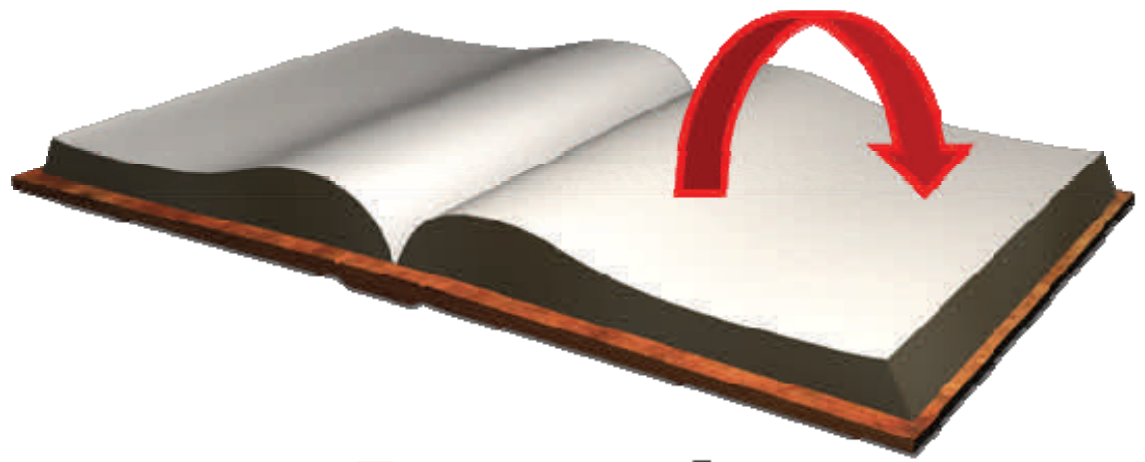
“Now I’m going to continue reading aloud. I will stop at certain points, so we can monitor our comprehension together. Your job is to listen and hold up your sign **(or hand/thumb/other signal)** to show me when the text makes sense or doesn’t make sense. Remember, a text might not make sense because you don’t know enough about the topic. It might not make sense because there is a word you don’t understand or because you misread the words. Then, we will talk about which fix-up strategy we can use to help ourselves understand better.”

**Continue reading. Stop after each page or section and ask students to signal if the page made sense (they understood every word, phrase, sentence, and so on) or if something didn’t make sense. Ask volunteers to share what didn’t make sense, and guide them to use an appropriate fix-up strategy to aid their comprehension (refer to the poster). Remind students that they can show the Makes Sense sign (or other signal) if they understand all of the words and ideas.**

	<p><b>Suggestions for modeling comprehension monitoring:</b></p> <ul style="list-style-type: none"> <li>• Discuss the unknown word <i>nicking</i> on the twelfth page (begins “A pigeon flew by…”).</li> <li>• Discuss <i>lasso</i> on the sixteenth page (begins “The next day, we three…”).</li> <li>• Purposely misread the first sentence on the nineteenth page as, “At last the dragon kite was reading.”</li> </ul>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups for discussion. You could say:</b>  “I hope this book made you think. It made me think about what happens between people sometimes when they misunderstand each other. In your groups, you will discuss questions one at a time…”</p> <p><b>You could use the following questions to facilitate rich discussion:</b></p> <ul style="list-style-type: none"> <li>• What do you think might have happened if the dragon kite hadn’t appeared when it did?</li> <li>• Henry and his friends misunderstood Tony and his friends’ <i>goal</i>. What else could Tony and his friends have done to help their pigeons?</li> <li>• Have you ever misunderstood someone’s actions and responded in a way you later regretted?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “I hope you enjoyed learning about a boy’s kite flying experiences in New York City in Chinatown. Sometimes, when reading, you come across something you don’t understand. Tell a partner two possible things that could confuse you when you read and how to fix them. When we practice using fix-up strategies during reading, we are increasing our understanding of the text. I’ll be watching for you to use fix- up strategies in all your reading!”</p>



# Fix-Up Strategies



**Reread**



**Ask questions**



**Use picture clues**



**Find the meaning of a word**

Directions: Cut out and laminate the Comprehension Monitoring Icons.



Directions: Cut out and laminate the Comprehension Monitoring Icons.



LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 3
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Define the Words to Know by providing a simple definition.</li> <li>Use target vocabulary words correctly in spoken or written stories.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #3</li> <li>Student Journal Lesson #3</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Use sticky notes to mark pages in <u>Henry and the Kite Dragon</u> that provide context for the Words to Know.</li> <li>Project Teacher Journal Lesson #3 during the I Do/We Do section of the lesson. If you have an interactive whiteboard, you can use the digital file and move the pictures into the boxes; you could also use a document camera to display the pictures from the printed journal.</li> <li>Consider modifying the You Do activity for students who have difficulty writing sentences; you could have them generate oral sentences to share in small groups.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>spiral:</b> A pattern that winds around in circles</li> <li><b>sequence:</b> One thing after another</li> <li><b>plot:</b> The main story of a work of fiction</li> <li><b>culture:</b> Way of life, ideas, and traditions for a group of people</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Did you know that dictionary.com will send you a new word to learn every day? Knowing a lot of words helps us as readers, writers, listeners and speakers. Today we have four new words to learn and use: <b>spiral, culture, plot, and sequence</b>. The purpose of our lesson is for you to learn the definitions of these words and be able to use them in a sentence."</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "The first word is <b>spiral</b>. A <b>spiral</b> is 'a pattern that winds around in circles.' Here's a picture of a <b>spiral</b> staircase. <b>(display Vocabulary Picture Card for spiral)</b> As you go down the stairs, you go in a circle. <b>(display the caterpillar kite on the fifteenth page of <u>Henry and the Kite Dragon</u>)</b> This page tells about what Mr. Chin did with the caterpillar kite. It says, 'He made it squiggle and <b>spiral</b>.' A person with long curly hair sometimes has curls that fall in <b>spirals</b>. A quarterback throws a football in a <b>spiral</b>—it spins as it travels through the air. Show me with your finger what <b>spiral</b> looks like... Let's say and spell <b>spiral</b> together: <b>spiral, S-P-I-R-A-L</b>. A <b>spiral</b> is 'a pattern that winds around in circles.' Take turns with your partner telling the definition of <b>spiral</b>."</p>	



**(culture)**

“The next word is **culture**, which means ‘way of life, ideas, and traditions for a group of people.’ The book Henry and the Kite Dragon describes the **cultures** of people who lived in Chinatown and Little Italy. The kids in the Chinese **culture** made kites to fly and the kids in the Italian **culture** had pigeons. Have you seen Native American dancers? They perform traditional dances from their **culture**. African **cultures** also have dances, food, traditions, and ways of doing things. Do you like to eat food from different **cultures**? I love Mexican and Italian food! Let’s say and spell **culture** together: **culture, C-U-L-T-U-R-E. Culture** is a ‘way of life, ideas and traditions for a group of people.’ Take turns with your partner telling the definition of **culture**.”

**(plot)**

“**Plot** is ‘the main story of a work of fiction.’ An example of the beginning of a **plot** is ‘Once upon a time.’ **(show Vocabulary Picture Card)** The **plot** includes the events that happen in a story. The **plot** of Henry and the Kite Dragon is what the Chinese and Italian children do to get along with each other. The **plot** of The Three Little Pigs is how the pigs built houses out of different materials, but only one house was strong enough to protect them from the Big Bad Wolf. The **plot** of Mirror, Mirror tells how Snow White escapes from the queen and finds Prince Charming. When you write a story, you need a good **plot**. Let’s say and spell **plot** together: **plot, P-L-O-T. Plot** is ‘the main story of a work of fiction.’ Take turns with your partner telling the definition of **plot**.”

**(sequence)**

“Our last word is **sequence**. **Sequence** means ‘one thing after another.’ Here’s a picture of folding an airplane in sequence. **(show Vocabulary Picture Card)** What happens if you get out of **sequence**? It probably wouldn’t fly. In a story, the **sequence** would be the events that happen in order. In the story Henry and the Kite Dragon, first Henry flies a kite with Grandfather, then their kites are destroyed three times by the Italian children, then the Chinese children learn why the Italian children destroyed the kites, and last the children work together to find a compromise. When you brush your teeth or tie your shoes, you follow a **sequence**, or do one thing after another. Let’s say and spell **sequence** together: **sequence, S-E-Q-U-E-N-C-E. Sequence** means ‘one thing after another.’ Take turns with your partner telling the definition of **sequence**.”

**You Do**

**Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.**

**You could say:**

“Your student journal has a spot for you to write the words we’ve been learning at the top. Work with your partner. You’ll need to read the definition and determine which word belongs in that space. Then think of a sentence using the word and write it in the space below. You can talk with your partner, but try to come up with different sentences. Help each other! There are example sentences for each of the words. When you’re finished, we’ll share some of your sentences.”

**CLOSE**

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

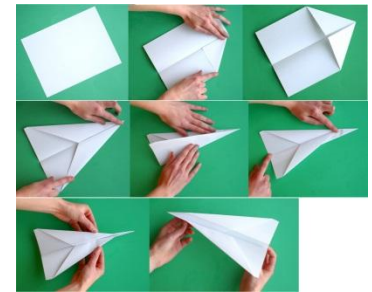
**You could say:**

“Let’s review the words we learned today:

- Is the main story element of a fiction book the **plot** or the **culture**?
- Show me with your hand a **spiral** pattern and say ‘**spiral**.’
- Ideas, traditions, and a way of life for a group of people is a \_\_\_\_\_.
- Say the word **sequence** if what I name goes in **sequence**
  - The alphabet (**sequence**)
  - A bike path
  - Squares on a hopscotch (**sequence**)
  - Numbers on a number line (**sequence**)

Excellent job today! As you understand and use more words, you become an even better reader, writer, listener and speaker. Try to use these words at least once today. I’ll be listening for them!”

<b>spiral</b> a pattern that winds around in circles	<b>culture</b> way of life, ideas and traditions for a group of people	<b>plot</b> the main story of a work of fiction	<b>sequence</b> one thing after another



# Student Journal

## Fiction – Lesson 3



**Directions:** Write the word that goes with each definition and a sentence using each word.



**Word:** \_\_\_\_\_

**Definition:** a pattern that winds around in circles

**Sample Sentence:** The quarterback threw the football in a spiral.

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**Word:** \_\_\_\_\_

**Definition:** way of life, ideas and traditions for a group of people

**Sample Sentence:** We ate some Thai food to sample Asian culture.

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**Word:** \_\_\_\_\_

**Definition:** the main story of a work of fiction

**Sample Sentence:** The plot of the story is how Amy found the stolen ring.

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**Word:** \_\_\_\_\_

**Definition:** one thing after another

**Sample Sentence:** Fold the airplane in the correct sequence.

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LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	SMWYK PRACTICE LESSON 4
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>SMWYK Practice Instructions</li> <li>SMWYK Assessment Booklets (2)</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>The Show Me What You Know assessment (SMWYK) is a curriculum-based assessment that you'll administer in Week 6 to examine the project-selected students' progress toward the unit's objectives.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Look over the SMWYK materials, view the SMWYK training module, and review instructions for the Close project in Lesson 24.</li> <li>If possible, prepare an example of the Close project to showcase when you describe the Close project.</li> </ul> </li> <li>Administer the SMWYK to two children in your classroom who are NOT the project-selected students. Ideally, select one child with high language abilities and one child with low language abilities.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>This lesson is intended for your practice only. Test students individually. Allocate 10-15 minutes for each assessment. Score assessments to gain practice at real time scoring and to gain a clearer understanding of your students' strengths and areas for improvement. Begin by explaining to the class why two students are being tested.</b></p> <p><b>You could say:</b>          "Today I am going to give a short test to two students in the class while the rest of you are working. They won't be graded on this test; it's just a chance for me to practice giving the test and for them to answer some fun questions."</p>	
<b>I Do/ WE DO/ YOU DO</b>	<p><b>Administer the Show Me What You Know assessment. Spend no more than 30 minutes total on this lesson. The SMWYK instructions and testing booklets are included with this lesson.</b></p> <p><b>You don't need to audio record these practice assessments, but you should score them in order to practice scoring student responses in real time.</b></p>	
<b>CLOSE</b>	<p><b>After administering the assessments, create enthusiasm among students by describing the Close project and, if possible, sharing an example.</b></p> <p><b>You could say:</b>          "I want to give you a preview of a project we're going to create at the end of this unit. In a few weeks you're going to have a chance to put together everything you're learning in one exciting project..."</p>	

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Lesson 4: These materials are not available for download.



## WEEKLY LESSON PLANNER

### FICTION

Week 2	Lesson 5	Lesson 6	Lesson 7	Lesson 8
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Words to Know</b>	<b>Integration</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate into a new kind of text.</li> <li>Identify and use noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content words occurring frequently in grade level texts.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that includes the main <i>character, setting</i> and two embedded episodes.</li> </ul>	<ul style="list-style-type: none"> <li>Extract information from one type of text and translate into a new kind of text.</li> <li>Identify and use noun phrases.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall </li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera, chart paper, or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Interactive whiteboard, document camera, or chart paper </li> <li>Thesaurus (1 per pair)</li> <li>Drawing paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>Document camera, interactive whiteboard, or chart paper </li> <li>Bags or paper clips</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #5</li> <li>Student Journal Lesson #5</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #6 (print or digital)  </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> <li>Story element shapes for Lesson #7 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #8 </li> <li>Student Journal Lesson #8</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game





Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 5
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Extract information from one type of text and translate into a new kind of text.</li> <li>• Identify and use noun phrases.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Document camera, chart paper, or interactive whiteboard</li> <li>• Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• WRAP set #1</li> <li>• Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>• Teacher Journal Lesson #5</li> <li>• Student Journal Lesson #5</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Use sticky notes to mark the pages in <u>Henry and the Kite Dragon</u> that you will use to teach noun phrases.</li> <li>• You could use a document camera to project the teacher journal, writing the noun phrases from the bottom on the chart as you read through the book. Alternately, use the journal digitally on an interactive whiteboard and move the noun phrases into the appropriate columns.</li> <li>• This lesson targets noun phrases. A noun is, put simply 'a person, place, or thing.' A noun phrase is a noun elaborated with articles (<i>a, an, the</i>), determiners (<i>this, that, one</i>), and adjectives/adverbs (<i>friendly, warm, excited</i>), as in <i>a warm house, the friendly boy, and that excited team</i>.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #1: SPIRAL, SEQUENCE, PLOT, CULTURE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Can you think of something that changes form? For example, when I make cupcakes, I mix batter and the batter is liquid, but when I bake the mix in the oven it changes to a solid. The ingredients in the cupcake don't change, just the form. You can do the same thing with text. You can change text from one form, like the sentences of a story, to another form, like a chart. Today our purpose is to transform information from our story <u>Henry and the Kite Dragon</u>. We'll be finding noun phrases that describe the details of the story. Remember that a noun is a person, place, or thing."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill, providing two different examples, using clear explanations and/or steps, and showing a completed sample if appropriate.</b></p> <p><b>You could say:</b>  "When authors write narratives like <u>Henry and the Kite Dragon</u>, they try to make the story very interesting. One way they do that is by using descriptive language like noun phrases. A noun phrase is a noun, 'a person, place or thing,' plus words that describe the noun, like adjectives and adverbs. For example, the title uses a noun phrase: <i>the kite dragon</i>. <i>Dragon</i> is the noun and the adjective is <i>kite</i>. I'm going to read the text and we'll listen for other noun phrases. Then we'll transform the text into a list of noun phrases that are organized by person, place, or thing."</p>	

	<p><b>Display the teacher journal and read the first page of text. You could say:</b>          “There are interesting details about the <i>setting</i> of the story. For example, the text says Chinatown has ‘three tiny streets, all narrow and crooked.’ The author used the adjectives <i>three, tiny, narrow,</i> and <i>crooked</i> to describe the noun <i>streets</i>. In this noun phrase, we have adjectives before the noun <i>street</i>. The author really wanted us to know a lot about the streets in Chinatown. When we combine adjectives and nouns, we have a noun phrase. I am going to add this noun phrase, <i>three tiny streets, all narrow and crooked</i> to the chart. Now I have to decide—is it a person, place or thing? I know a street is a place, so I’ll put it in the middle column under <i>Place</i>.</p> <p>“Let’s see if we can find some more noun phrases. <b>(read the first paragraph on the next page of text)</b> Wow! The author uses many noun phrases. The first one is ‘littlest and crookedest street’. It goes under <i>Place</i>, too, since it’s talking about a street. The next one I see is ‘tasty little dumplings.’ Dumplings are things, so I’ll put it under the <i>Things</i> column. ‘Sweet roast pork’ is also a thing.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>          “Now let’s find some more noun phrases together. ‘Mott Street’ is what kind of a noun phrase? <b>(pause for response)</b> A place, that’s right. Let’s put it in the <i>Place</i> column. Listen to the last sentence: ‘You can watch Mr. Eng sort mail at the littlest post office in New York’. Can you find the noun phrase? <b>(pause for response)</b> Yes, ‘littlest post office’ is the noun phrase. It goes in which column? <b>(pause for response)</b> <i>Place</i>, that’s right.”</p> <p><b>Read the next pages and point out the noun phrases that you’ve chosen. Suggestions are located below the chart on the teacher journal page, but you may use others.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #5. You could say:</b>          “In your student journal, you’ll see an excerpt from our book. With your partner, read through the text and underline the noun phrases. Then write them in the <i>Person, Place, or Thing</i> column. Afterward, practice using interesting noun phrases. Below the chart are phrases that you can add either nouns or adjectives to to make sensational noun phrases. Afterward, you can report some of your creations to the class.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today as we read, we were able to find noun phrases, transfer them to a different format, and categorize them into types of noun phrases. Help me list the three kinds of noun phrases that we discussed today—<i>persons, places,</i> and <i>things</i>. Graphic organizers like the chart we made can help us visually display things that we read about. We will continue to use graphic organizers as a tool to help us understand what we are reading. We also practiced creating our own noun phrases today. Turn to your partner and tell them a noun phrase with at least two adjectives.”</p>





NOUN PHRASES FROM HENRY AND THE KITE DRAGON

 <p><b>Person</b></p>	 <p><b>Place</b></p>	<p><b>Thing</b></p>
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<b>three tiny streets, all narrow and crooked</b>	<b>tasty little dumplings</b>		<b>littlest post office</b>
<b>littlest and crookedest street</b>	<b>sweet roast pork</b>	<b>Mott Street</b>	<b>Grandfather Chin</b>
<b>the whole, wide world</b>	<b>worn-out brown slippers</b>	<b>big, beautiful dragon</b>	<b>best kites</b>



NOUN PHRASES FROM HENRY AND THE KITE DRAGON

 <b>Person</b>	 <b>Place</b>	<b>Thing</b>
<p><b>Grandfather Chin</b></p>	<p><b>three tiny streets, all narrow and crooked</b></p> <p><b>littlest and crookedest street</b></p> <p><b>Mott Street</b></p> <p><b>littlest post office</b></p> <p><b>the whole, wide world</b></p>	<p><b>tasty little dumplings</b></p> <p><b>sweet roast pork</b></p> <p><b>worn-out brown slippers</b></p> <p><b>big, beautiful dragon</b></p> <p><b>best kites</b></p>


**Directions:** Read the excerpt from the book and underline all of the noun phrases. Then list the phrases under *Person*, *Place* or *Thing* in the chart below.

Excerpt from Henry and the Kite Dragon by Bruce Edward Hall:



That’s when I got really mad.

“Come on!” I shouted, and led my friends down eight flights of stairs and out onto the street, leaving Grandfather Chin and the giant dragon kite on the roof, alone.

“Wait!” Grandfather Chin called after us. “Where are you going?”

But we kids just kept on walking, right down Mott Street, making a right turn at the Catholic church, and marching one short block into the park where Tony and his friends were waiting. Chinese kids never went into the park when Tony Guglione was there.

But we did that day.

 <b>Person</b>	 <b>Place</b>	<b>Thing</b>

**Now create your own noun phrases from these nouns and adjectives:**

a \_\_\_\_\_ kite

the gorgeous \_\_\_\_\_

that \_\_\_\_\_ movie

his delicious \_\_\_\_\_

the \_\_\_\_\_ gentleman

Broadway \_\_\_\_\_

my \_\_\_\_\_ teacher

an exciting \_\_\_\_\_

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 6
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Identify and describe semantic relationships among content words occurring frequently in grade level texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Interactive whiteboard, document camera, or chart paper</li> <li>Thesaurus (1 per pair)</li> <li>Drawing paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #6 (print or digital)</li> <li>Word web</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> If using the print version of the teacher journal, you could cut out the related words to place in the word webs prior to the lesson.</li> <li>Display the digital or print teacher journal using an interactive whiteboard or document camera. Alternately, create your own word web on the board or chart paper. You can place the words from the print teacher journal on the webs or simply write related words in the bubbles.</li> <li>During the You Do routine, display the third page of the teacher journal to have students create two additional word webs in pairs.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>spiral:</b> A pattern that winds around in circles</li> <li><b>sequence:</b> One thing after another</li> <li><b>plot:</b> The main story of a work of fiction</li> <li><b>culture:</b> Way of life, ideas, and traditions for a group of people</li> </ul> </li> <li>SUGGESTED RELATED WORDS <ul style="list-style-type: none"> <li><b>spiral:</b> <i>coil, spring, circular, curling</i></li> <li><b>sequence:</b> <i>order, series, cycle, continuing</i></li> <li><b>plot:</b> <i>story, order, events, plan</i></li> <li><b>culture:</b> <i>language, dress, traditions, food</i></li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b>  <b>You could say:</b> "Think about one of your relatives. I'm going to think about my sister. We are quite a bit alike, but we are also different. Just as people are related, words have relatives too. Today we are going to learn more about the Words to Know <b>spiral, sequence, plot,</b> and <b>culture.</b> We're going to learn other words that are related to our Words to Know. When we learn about related words, we can increase the number of words that we understand and use when we talk and write. Let's see how this works."	
<b>I DO</b>	<b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b>  <b>Display the digital or print teacher journal. Model adding related words to the web for plot.</b> <b>You could say:</b> <b>(plot)</b> "We have discussed the word <b>plot.</b> <b>Plot, P-L-O-T.</b> The <b>plot</b> is the actions, words, or main story of a work of fiction. Do you remember the <b>plot</b> from the story <u>Henry and the Kite Dragon</u> ?"	

	<p>"I am going to make a word web for <b>plot</b>. I can start with what I know about the word. One thing I know is the definition, and sometimes we can find related words in the definition of a vocabulary word. I know that stories have <b>plots</b>, so I think that <i>story</i> is a good related word. The actions in a <i>story</i> also happen in order or correct <b>sequence</b>. So, maybe <i>order</i> is another word that is related to <b>plot</b>..."</p> <p><b>Continue to discuss related words as you add them to the web.</b></p> <p><b>Additional related words:</b> <i>events, plan</i></p>
WE DO	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to add related words to a word web for culture. You could say:</b>  <b>(culture)</b> "Now I want you to help me with one of our other Words to Know. We have discussed the word <b>culture</b>. Let's say and spell <b>culture</b>. <b>Culture, C-U-L-T-U-R-E</b>. Do you remember how <b>culture</b> is discussed in the story <u>Henry and the Kite Dragon</u>? The book describes the <b>cultures</b> of the people who live in Chinatown and Little Italy. The children learn to respect each other's <b>cultures</b> by working out a compromise to allow birds and kites to share the sky and Chinese and Italian children to share the nearby park.</p> <p>"Think about your <b>culture</b>. What do the people of a particular <b>culture</b> have in common? Let's see, I think they speak the same language. Do you think <i>language</i> could be related to <b>culture</b>? <b>(pause for response)</b> Yes! It is related, so we can put <i>language</i> in one of our bubbles. What other words are related to <b>culture</b>?"</p> <p><b>Elicit responses from students. Ask them to explain why they think a word is related. If a student suggests a word that is unrelated (illogical or incorrect), revisit the definition and the concept of related words and suggest logical examples.</b></p> <p><b>Additional related words:</b> <i>dress, traditions, food</i></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display the last page of the teacher journal and distribute blank paper to each student.</b>  <b>You could say:</b>  "Now you will work with a partner to complete word webs for two words: <b>spiral</b> and <b>sequence</b>. Try to come up with related words on your own based on what you know about the word. If you have trouble coming up with a related word, you can refer to a thesaurus or our text. Once you think of or find a related word, you have to tell your partner why it is related to the Word to Know. I will ask some of you to share your related words with the class."  <b>Circulate the room to support students as they generate related words.</b></p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  "Today we found words related to our Words to Know. By learning related words you can increase your vocabulary and understand the meaning of the Words to Know even better. You can make your writing more interesting by not using the same words over and over; instead, choose a related word. For example, tell me a related word for <b>plot</b>. <b>(pause for response)</b> Good for you!"</p>



**plot**

events

order

story

plan



**culture**

language

food

traditions

dress



**sequence**

order

series

cycle

continuing



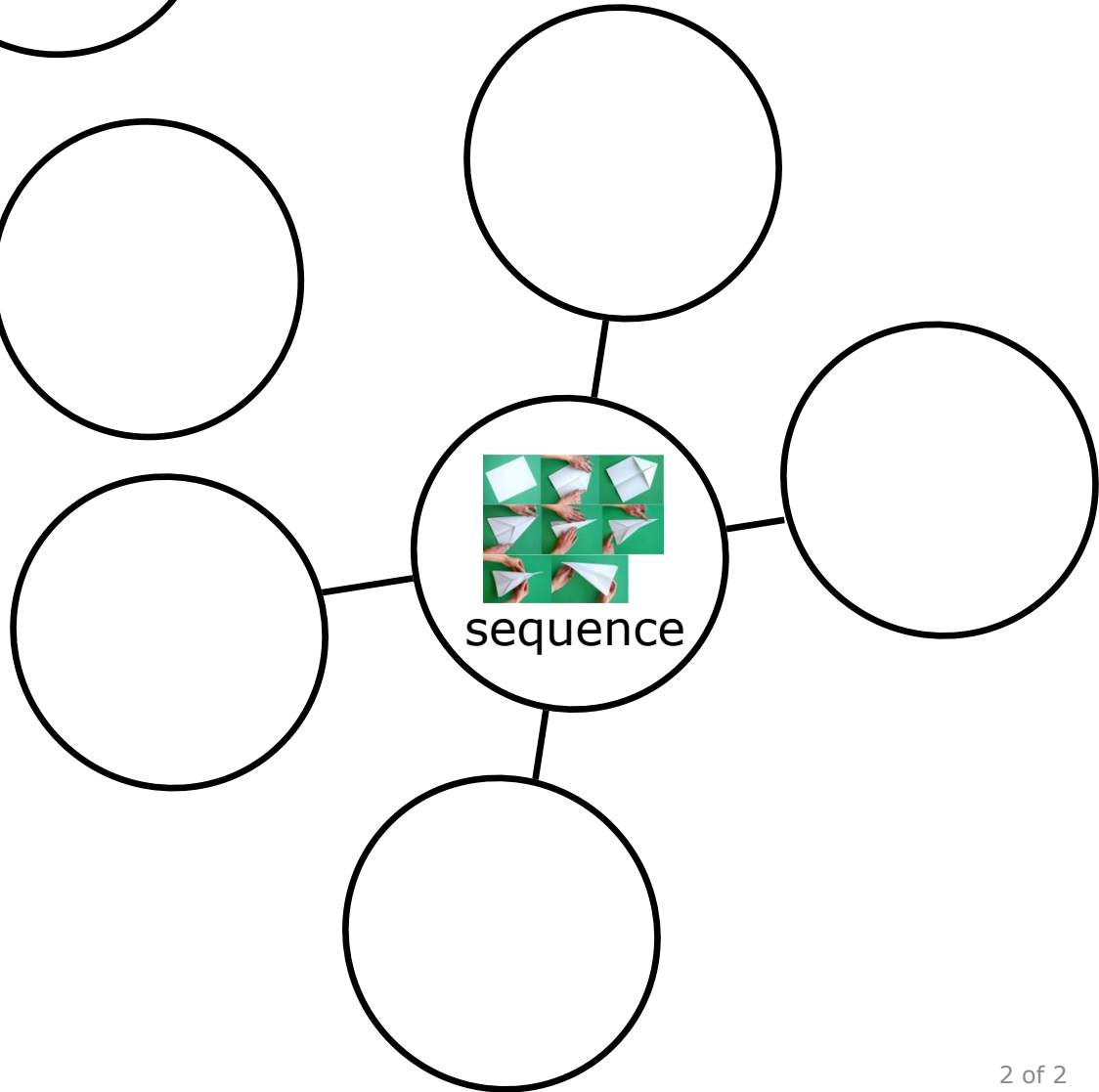
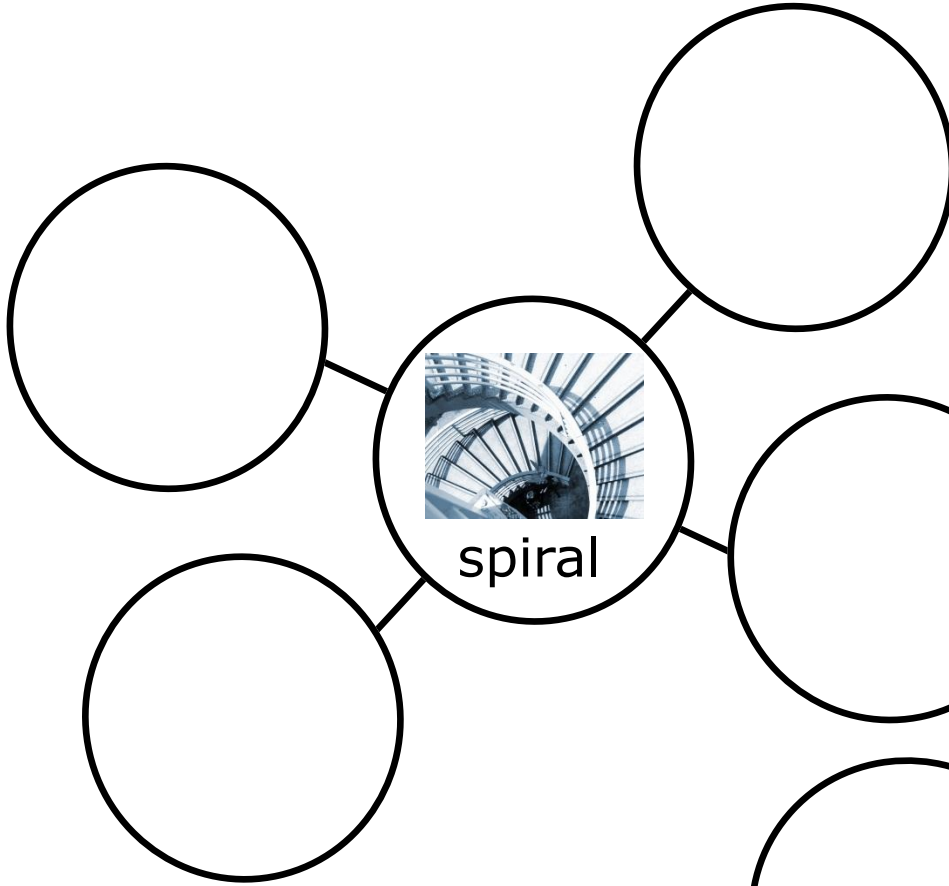
**spiral**

coil

curling

circular

spring



events

order



plot

story

plan



language

traditions



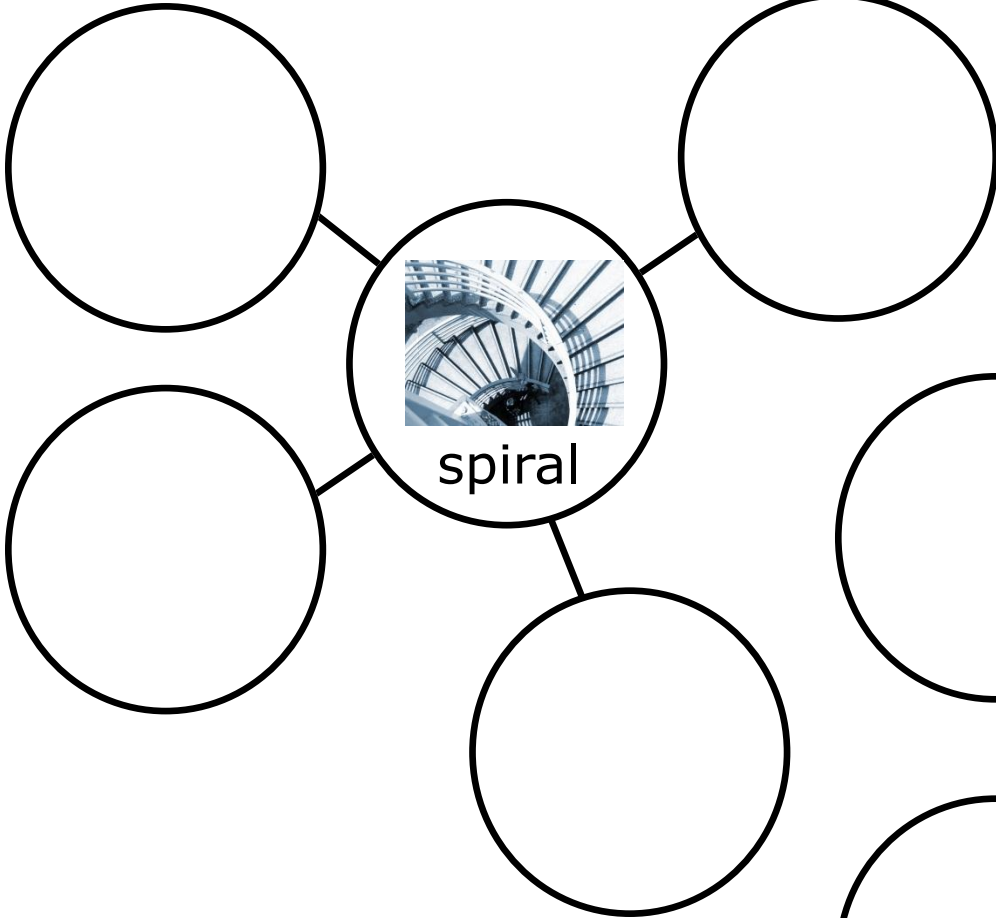
culture

food

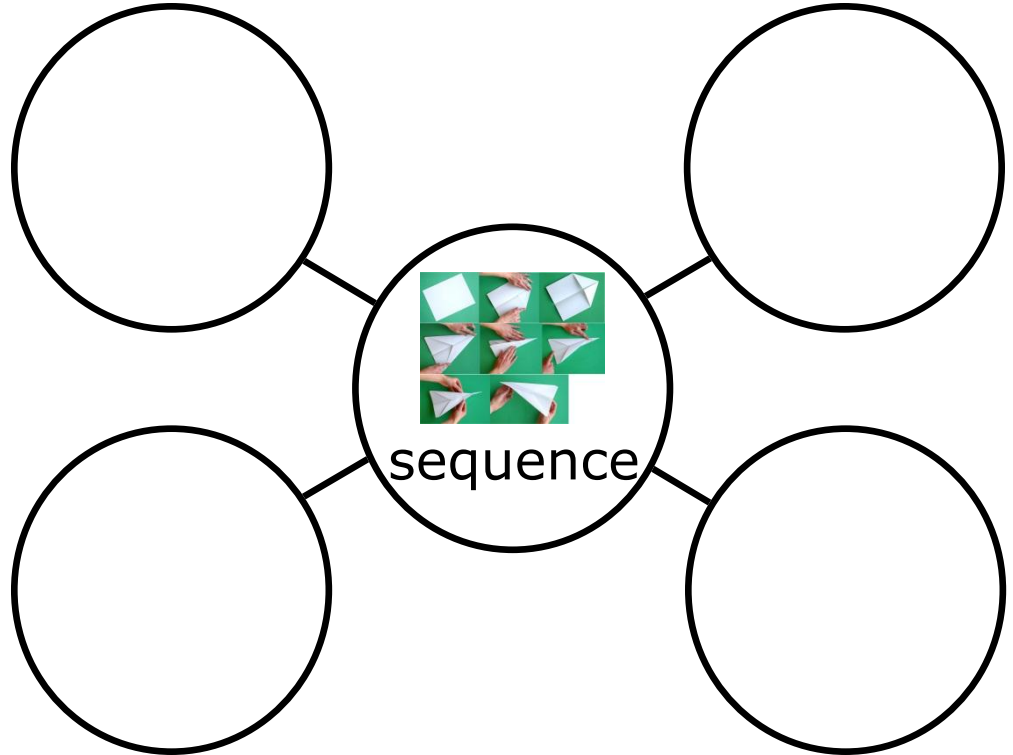
dress

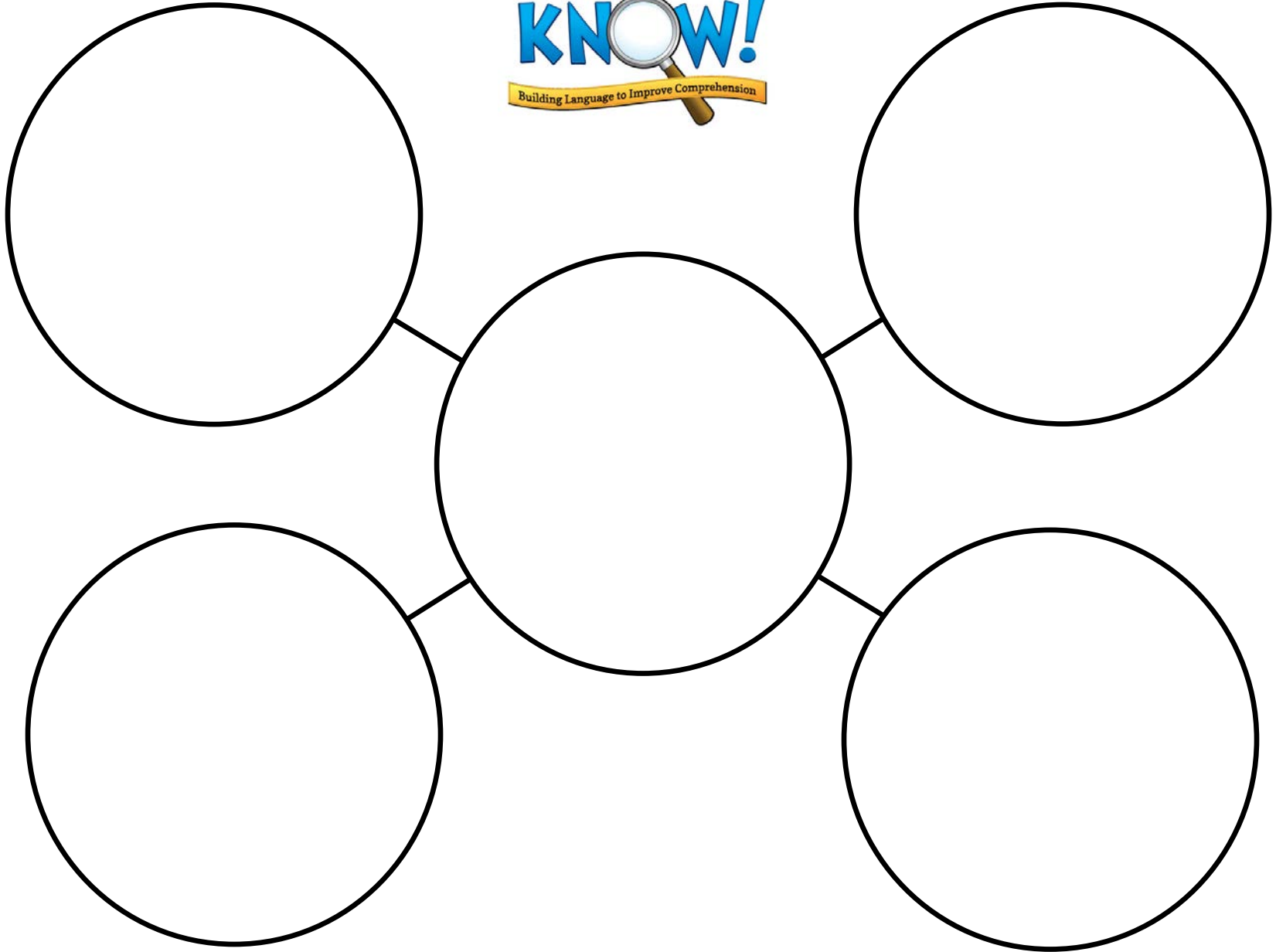


spiral



sequence





LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 7
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Retell a narrative that includes the main <i>character</i>, <i>setting</i> and two embedded episodes.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera, interactive whiteboard, or chart paper</li> <li>Bags or paper clips</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #7</li> <li>Story element shapes for Lesson #7</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut the story element shapes apart and bag or clip together one set for each pair of students.</li> <li>During the I Do routine, use the story map from the teacher journal to retell the story.</li> <li>During the We Do routine, show the second page of the teacher journal to demonstrate how to assemble the elements into a story map as students do the same with their story element shapes.</li> <li>During the You Do activity, leave the story map out to help students retell the story.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Have you ever heard a storyteller at school or at a library? Storytellers have to remember the most important elements from the story and tell it in an interesting way to listeners. The purpose of our lesson today is to practice retelling <u>Henry and the Kite Dragon</u>. We'll use a story map to help us think about the important story elements: the <i>setting</i>, <i>characters</i>, <i>goals</i>, <i>attempts</i>, and <i>outcome</i>. When you can retell a story with all of the story elements, it shows that you really understand the story."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #7 and point to the story element shapes as you explain what they mean. Then retell the story, referring to the shapes on the story map. You could say:</b>          "We're going to use some story element shapes during this unit to help us remember the most important parts of the story. This parallelogram is the <i>setting</i>, or where and when the story takes place. It has a house icon to remind us of the <i>setting</i>. Next, a star is the <i>character</i> shape with a boy and girl icon. Each main <i>character</i> has a <i>goal</i>—this oval with a trophy in it. The <i>goal</i> is what the <i>character</i> wants to do. Next, the <i>character</i> makes <i>attempts</i> to reach the <i>goal</i>—he tries very hard to do or get what he wants. The rectangle with a hand in it represents those <i>attempts</i>. The result of the <i>attempts</i> is called the <i>outcome</i>. The <i>outcome</i> is represented by a wave with a finish line icon. Last comes the <i>end</i>, or the conclusion of the story. Sometimes there is also a big <i>problem</i>, like in this story.</p> <p>"Now I'll retell the story of <u>Henry and the Kite Dragon</u>. I'll use the shapes so that you will be able to retell the story, too; I'll point to each part of the story map as I talk about it to make sure I include all of the important story elements...</p> <p>'In Chinatown in New York City in the 1920's, there was a boy named Henry who loved to fly kites. He and Grandfather Chin made a butterfly dragon and tried to fly it, but another boy named Tony threw rocks at it and destroyed it. Then Henry and Grandfather Chin made a caterpillar kite, but Tony and his friends also destroyed that kite when they tried to fly it.</p>	

'Henry was very angry and wanted to fight Tony and his friends. Instead, Henry, his friends, and Mr. Chin made a huge dragon kite. They thought no one would throw rocks at a dragon, but Tony and his friends still did, even before they started flying it. The Chinese kids got very angry and went to fight the Italian kids.

'However, they found out that the reason Tony and his friends were destroying the kites was because the kites were scaring the Italian kids' pigeons. So Henry and Tony worked on a compromise so that the Chinese kids would fly kites in the mornings and the Italian kids would fly their birds in the afternoons. Then they all played together in the park.'

**WE DO**

**Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.**

**Distribute the story element shapes and divide students into pairs. You could say:**

"Now, to help you retell the story, we'll work together to identify the story elements and put them in the correct order. Each pair of students has a set of story element shapes. Remember that the story elements are the important parts of the story that we should include in the retell.

- **(*setting*)** The first story element is the *setting*, or the time and place of the story. Find that shape and put it at the top; it's the first thing we talk about. The *setting*, or time and place of this story is *Chinatown, New York City in the 1920's*.
- **(*characters*)** The next important story element is *character*. There are two main *characters*, Henry and Tony. Find the two star shapes and put *Henry* on one side and *Tony* on the other.
- **(*goals*)** The next story element is *goal*, so find the ovals. When we think about *goals*, we can ask ourselves, 'What did the main *characters* want to accomplish or hope to happen?' Henry wanted to fly kites. Let's put Henry's *goal* under Henry's star. Did Tony have the same *goal*? No, Tony wanted to fly pigeons. Let's put Tony's *goal* under Tony's star.

Now we're going to practice retelling the story. Let's start with the first part. Use your story element shapes as a guide to tell your partner about the *setting*, *characters*, and *goals*. Tell your partner about Chinatown, New York City in the 1920's, how Henry wanted to fly kites, and how Tony wanted to fly birds. **(allow students time to retell the story, providing feedback as needed)**

"Okay, now let's keep going with the rest of the story..."

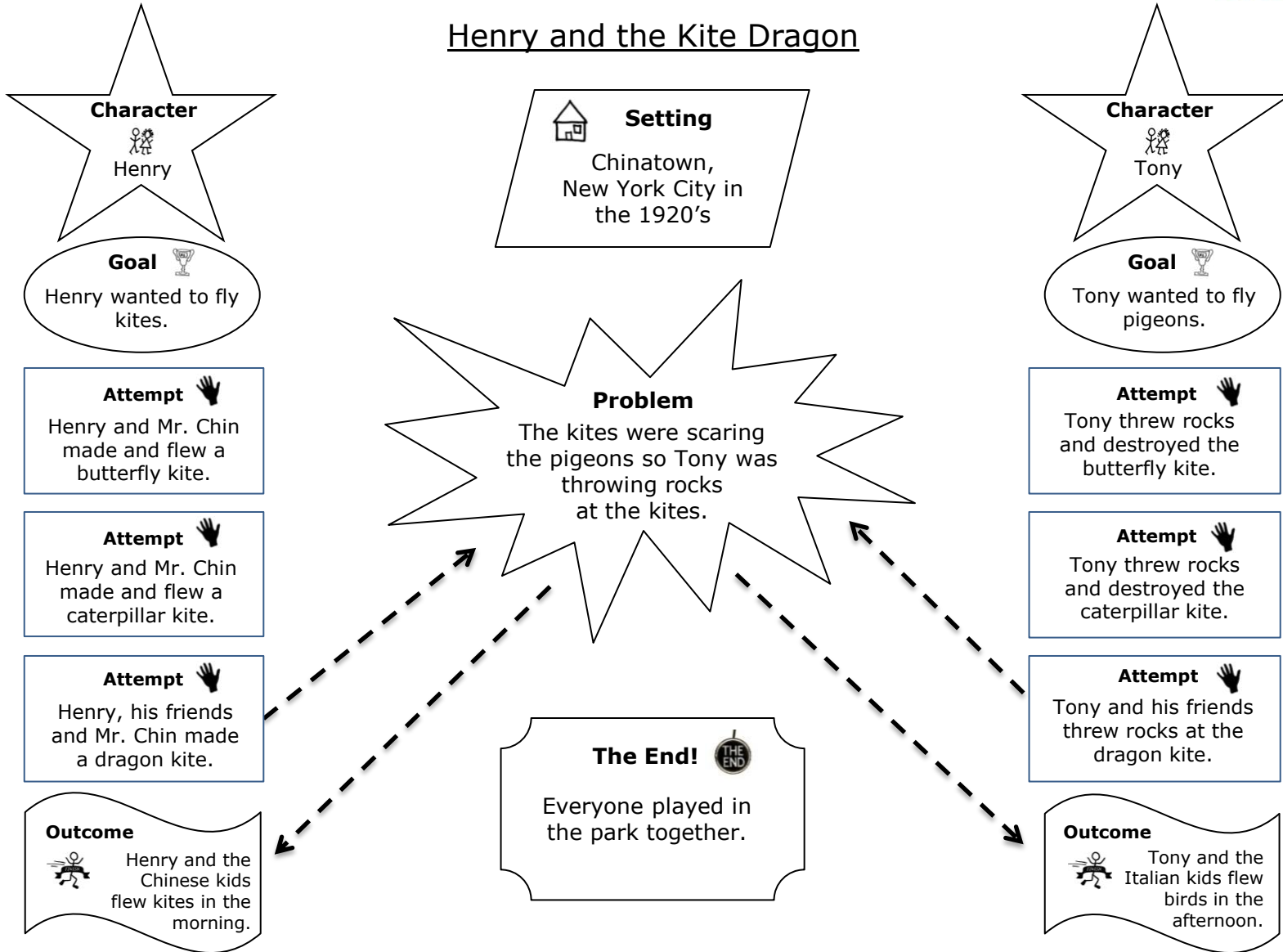
- **(*attempts*)** The next story element is *attempt*, so find the rectangle shapes. What were Henry's *attempt* to accomplish his *goal*? The first *attempt* was making a butterfly kite. Then a caterpillar kite, and last a dragon kite. He had three *attempts* to accomplish his *goal*, so find three shapes. Now let's look at Tony's *attempts*. Remember his *goal* is to fly pigeons. Find Tony's three *attempts* and arrange them under Tony's *goal*. So now we see that each *character* had a *goal* and three *attempts* to reach that *goal*.
- **(*problem*)** For this story, the last *attempts* lead to the big *problem* they need to solve, so let's put the *problem* in the middle.
- **(*outcome*)** After they realize what the *problem* is, they figure out a solution—that's the *outcome*. Think about the *outcome* for each *character* and talk with your partner. Then find the *outcome* shapes for each *character* and put them under their *attempts*.
- **(*end*)** There's also an *end* to the story. Find the shape that says *The End!*

You now have a complete story map of Henry and the Kite Dragon that you can use to retell the story. Use the shapes to take turns telling the last half of the story to your partner; retell the story from the *attempts* to the *end* of the story."


**Circulate the room to monitor and support students as they retell the story; assist those who are having difficulty with arranging the shapes or retelling the story.**

<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>You could say:</b>          “Now take turns retelling the complete story to your partner. Look at our story map that we did together to help you remember all of the story elements. Partners, your job is to check to make sure the storyteller includes all of the story elements. After each of you has practiced telling the story to your partner, we’ll have volunteers retell their stories to the class.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today you were storytellers. Fantastic job! Tell me the story elements that we used. <b>(pause for response)</b> Great! We talked about <i>setting, characters, goals, attempts, problem, outcomes, and end!</i> When you can retell a story, you really understand it and can tell others what you know. That’s what good readers and speakers do. Try it when you tell your mom or dad about your day at school today.”</p>

## Henry and the Kite Dragon






**Character**  
  
 Henry


**Goal**   
 Tony wanted to fly pigeons.

**Setting**   
 Chinatown,  
 New York City  
 in the 1920's

**Problem**  
 The kites were scaring  
 the pigeons so Tony  
 was throwing rocks  
 at the kites.


**Attempt**   
 Tony threw rocks  
 and destroyed the  
 caterpillar kite.


**Goal**   
 Henry wanted to fly  
 kites.


**Attempt**   
 Henry and Mr. Chin  
 made and flew a  
 caterpillar kite.

**Attempt**   
 Tony and his friends  
 threw rocks at the  
 dragon kite.

**Attempt**   
 Henry, his friends  
 and Mr. Chin made  
 a dragon kite.


**Attempt**   
 Henry and Mr. Chin  
 made and flew a  
 butterfly kite.

**Character**  
  
 Tony

**Attempt**   
 Tony threw rocks  
 and destroyed the  
 butterfly kite.

**The End!**   
 Everyone played in  
 the park together.

**Outcome**   
 Tony and the  
 Italian kids flew  
 birds in the  
 afternoon.

**Outcome**   
 Henry and the  
 Chinese kids  
 flew kites in the  
 morning.



# Story Element Shapes

## Fiction – Lesson 7



### Attempt



Henry and Mr.Chin made and flew a caterpillar kite.

### Character



Tony

### Outcome



Henry and the Chinese kids flew kites in the morning.

### The End!



Everyone plays in the park together.

### Attempt



Henry and Mr. Chin made and flew a butterfly kite.

### Character



Henry

### Outcome



Tony and the Italian kids flew birds in the afternoon.

### Setting



Chinatown, New York City in the 1920's

### Attempt



Tony and his friends threw rocks at the dragon kite.

### Goal



Tony wanted to fly pigeons.

### Attempt



Tony threw rocks and destroyed the butterfly kite.

### Attempt



Henry, his friends and Mr. Chin made a dragon kite.

### Goal



Henry wanted to fly kites.

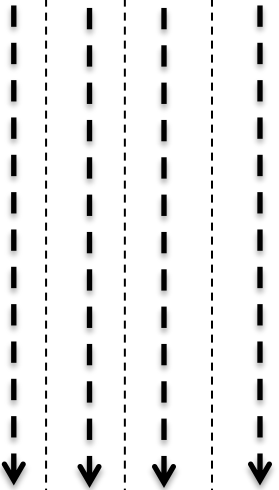
### Attempt



Tony threw rocks and destroyed the caterpillar kite.

### Problem

The kites were scaring the pigeons so Tony was throwing rocks at the kites.



LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 8
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Extract information from one type of text and translate into a new kind of text.</li> <li>• Identify and use noun phrases.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Henry and the Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Teacher's Bookshelf books</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• WRAP set #2</li> <li>• Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>• Teacher Journal Lesson #8</li> <li>• Student Journal Lesson #8</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>• This lesson is designed to give students the opportunity to read a narrative text that they select for an extended period of time because they find the content interesting. The <i>goals</i> are for all students to read with a purpose and to be <i>engaged</i> in reading, talking with a partner, and writing in their journals for the entire 30-minute session. <ul style="list-style-type: none"> <li>○ Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (e.g., library book, chapter book), they may use this book for the Read to Know lessons.</li> <li>○ A list of Read to Know expectations is provided on Teacher Journal Lesson #8, p. 2. Share the list with students if you do not already have classroom expectations for silent reading time.</li> </ul> </li> <li>• Use Teacher Journal Lesson #8 to provide a model of a student journal response.</li> <li>• <i>You could save the list of Read to Know expectations from Teacher Journal Lesson #8 to review in Lesson 16.</i></li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center;"> <b>START THE LESSON WITH WRAP SET #2: SPIRAL, SEQUENCE, PLOT, CULTURE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Do you ever read something and realize you have no idea what you are reading? When that happens to me, I usually find that it is because I am not reading with a purpose. When you read with a purpose, you are better able to focus because you are reading for understanding. Today you can choose a book of your own to read silently. As we read, our purpose will be finding out about the main <i>characters</i> in our books."</p>	
<b>I Do/ WE Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>Display and explain the Read to Know Expectations, if you choose. Then you could say:</b>  "There are many different narrative texts arranged throughout the room. You will need to choose a book that you can read by yourself and read it for about 15 minutes. When I choose a book to read, I find one that I think I would like. Your job today is to choose a book that looks interesting to you."</p>	

	<p><b>To establish a purpose for reading, tell students they will be thinking about main <i>characters</i> and writing about them in their student journals. Display and briefly explain Teacher Journal Lesson #8, p. 1 as a model for how to complete the student journal.</b></p> <p><b>You could say:</b>      “As you read your book, think about the main <i>character</i> and what he or she does. If I used <u>Henry and the Kite Dragon</u>, this is what my journal page would look like when I got done. I chose Henry Chu as the <i>character</i>. Reading with a purpose helped me pay extra attention to Henry and how he interacted with other people. I wrote about what he said and did, how other people viewed him, what he looked like, and how I felt about Henry. Today as you read, remember to focus on the main <i>character</i> of your story and take notes on what they say and do, how other people view them, what they look like, and what you think about them.</p> <p>“Remember, here are the steps in today’s lesson...</p> <ul style="list-style-type: none"> <li>• Choose a fiction book that you think is interesting or that you are already reading. If you are reading a chapter book read as much as you can during our reading time.</li> <li>• Read quietly for about 15 minutes.</li> <li>• As you read, think about the main <i>character</i>. Take some notes on your journal page.</li> <li>• When time is up, finish up your journal page and share it with a partner.”</li> </ul> <p><b>Allow students to choose books and read independently for 15 minutes. Circulate among students to assist them with book choices or making notes about <i>characters</i>.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Ensure that all students have Student Journal Lesson #8. You could say:</b>      “Take a few minutes to complete your journal page. Don’t forget to write a sentence describing your <i>character</i>. When you get done, introduce the <i>character</i> from your book to your partner. Remember, your partner doesn’t know anything about your <i>character</i>, so you’ll need to tell them enough details so they’ll understand a lot about your <i>character</i>.”</p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>      “Today we learned that we should read with a _____. <b>(pause for students to fill in answer)</b> A purpose, that’s right! Tell your partner why you should have a purpose for choosing the book you read and why you should read with a purpose. <b>(allow talk time)</b> Right, reading with a purpose helps you understand what you read. Today your purpose was to learn about _____. <b>(pause for response)</b> Yes, the main <i>character</i>. Tell your partner two <i>characteristics</i> you discovered about the main <i>character</i> in your book. <b>(allow talk time)</b> What are some other purposes we might read for at school or home?”</p>

## Character map for Henry and the Kite Dragon

**Character's name:**

Henry Chu

**What the character says and does:**

makes kites and flies them with his friends

becomes friends with the kids from Little Italy and helps to protect their pigeon

**How the character looks and how the character feels:**

Henry is Chinese and likes what he and his friends create.

He is protective of his friends and other people's pets.

**What others think about the character:**

Grandfather Chin and Thelma are his friends and they like him.

Henry thinks Tony Guglionne doesn't like him because he throws rocks at his butterfly, but later becomes friends with Tony.

**How I feel about the character:**

I think Henry would be a good friend because he helps people and asks questions to help him solve problems he has with other kids.

I also like how he is nice to people in his neighborhood.

Write a sentence that describes the character: Henry is friendly and creative. He is very loyal to his friends and is respectful to the people in his community. When there is a problem he will work with others to find a solution.

## Looks like...

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

## Sounds like...

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question



**Character map from** \_\_\_\_\_

**Character's name**

**What others think about the character**

**What the character says and does**

**How I feel about the character**

**How the character looks;  
the character's feelings**

Write a sentence that describes the character. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## WEEKLY LESSON PLANNER

### FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	Read to Me	Text Mapping	Integration	Words to Know
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information within a text to make, confirm, and revise predictions.</li> <li>Engage in a range of talk structures on Grade 3 topics and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use verb phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text, why the author may have made certain choices, and whether the information provided is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Define Words to Know by providing a simple definition and reference to observable features or examples.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco </li> </ul>	<ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> </ul>	<ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Document camera, chart paper, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #3</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #10</li> <li>Student Journal Lesson #10</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Discussion questions for Lesson #11 </li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #12</li> <li>Student Journal Lesson #12</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 9
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and information within a text to make, confirm, and revise predictions.</li> <li>• Engage in a range of talk structures on Grade 3 topics and texts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Chicken Sunday</u> by Patricia Polacco</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview <u>Chicken Sunday</u> and use sticky notes to mark pages on which you will model making, reviewing, or revising predictions. If you wish to ask additional discussion questions during the You Do routine, note these as well.</li> <li>• Help students use higher-level thinking by engaging them in an extended discussion about the text; you may use the suggested questions from the lesson routine or others of your choosing.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Think about the word <i>predict</i>. <i>Predict</i> means to guess what will happen using information you already know along with the new information you learn. When you predict what will come next in a story, it keeps you thinking about what you hear or read and helps you understand the story better. The purpose of today's lesson is to practice <i>predicting</i>, and then we will discuss our story to really make you think about its interesting parts."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "In <u>Henry and the Kite Dragon</u>, we read about two different <b>cultures</b> who found a way to get along. When I read that story, I <i>predicted</i> that the Chinese kids and the Italian kids would have a big fight, but my prediction was incorrect—I was very surprised by the ending! Today we are going to read the second book in our unit, <u>Chicken Sunday</u> by Patricia Polacco. As we read, we're going to make predictions about our story and then check to see if they were correct. Let's review how to make predictions when we read a story.</p> <ul style="list-style-type: none"> <li>• First, read the title, look at the illustrations, and skim the text.</li> <li>• Then, think about what you already know about that topic, time period, or other books the author has written. This is our <i>schema</i>, or prior knowledge.</li> <li>• Last, make a prediction, or educated guess, about what might happen in the story.</li> </ul> <p>"Let me show you an example of predicting. Here's our new book, <u>Chicken Sunday</u>. First, I am going to read the title and skim through the illustrations on the first few pages. Then, I am going to think about what I already know about the topic. I have read several of Patricia Polacco's books, and I know that she likes to write about her childhood. I wonder if this is her when she was a girl on the cover. Maybe she visits this family on Sundays. Based on my prior knowledge, the title, the cover, and some of the illustrations, I think the author is going to tell us about her childhood and memories of a family that she visited on Sundays. I also predict that they eat chicken on Sundays!"</p>	



	<p><b>Read the first page of text aloud. Then pause to confirm or revise your prediction.</b>  <b>You could say:</b>  “My first prediction was correct. It says that Stewart and Winston were her neighbors and they became her brothers, which must mean they were very close friends. It also says that she would go to church with them on Sundays. The first page doesn’t say anything about chicken, so I will have to keep reading to find out about that. But I am going to make another prediction now. Looking at the look on everyone’s faces, I think they are going to try and get that special hat for Ms. Eula. I know that Ms. Eula is very special to the children, and when someone is special to you and they want something badly, you try to get it for them. So I think the children will try to get the hat for Ms. Eula. As we read, let’s check to see if my prediction was correct.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Continue reading the book and making predictions. Encourage students to make their own predictions.</b></p> <p><b>You could say:</b>  <b>(after the sixth page, which begins “Stewart reached into...”)</b> “Do you think Mr. Kodinski will give the friends some work so they can earn money? Why do you think that?”</p> <p><b>(after the next page )</b> “Does anyone want to change their prediction about the friends earning money from Mr. Kodinski? Why? / Why do you think your prediction is still correct?”</p> <p><b>At the end of the book, have students turn to a partner and discuss whether their predictions were correct or whether anything in the book surprised them; for example, were they surprised that Mr. Kodinski gave the hat to the children for Miss Eula?</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Choose one or more questions and have an extended discussion in which students get multiple turns to share. This should be a teacher-led but student dominated conversation; prompt students to elaborate on their responses and use higher-level language.</b></p> <p><b>You could use the following questions to foster rich discussion:</b></p> <ul style="list-style-type: none"> <li>• Why do you think Ms. Eula said Mr. Kodinski had suffered enough in his life? What makes you think that?</li> <li>• How do you feel when you give someone a gift they really wanted? Why?</li> <li>• Have you ever been accused of doing something you didn’t do? How did that make you feel? What did you do about it?</li> </ul>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “We practiced <i>predicting</i> as we read <u>Chicken Sunday</u>. Tell your partner why it’s good to make predictions as you read. <b>(allow talk time)</b> That’s right, predicting keeps you thinking about the story and what might happen next. This helps you understand what you read. Can you think of another opportunity you will have to <i>predict</i> today? <b>(allow students to share)</b> We also discussed our story with each other. Discussing stories with others helps us think about them in new, interesting ways. What else do you discuss at school or at home?”</p>

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 10
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Identify and use verb phrases.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera, chart paper, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set # 3</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #10</li> <li>Student Journal Lesson #10</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>This lesson focuses on verb phrases. It can be modified according to how much your students know about verb phrases; you could choose less complex sentences to teach during the lesson, if needed. <ul style="list-style-type: none"> <li>Verbs are words or groups of words that denote action or a state of being. They describe what nouns and pronouns do or are. For example: <ul style="list-style-type: none"> <li>He <u>was swinging</u>.</li> <li>The little girl <u>is</u> sick.</li> </ul> </li> <li>Types of verb phrases include modal forms (<i>may do it/will do it</i>), the perfect tenses (<i>I have gone, I will have gone</i>), and progressive and continuing tenses (<i>I was going, I will have been eating</i>).</li> </ul> </li> <li>You may choose to fill in the blank chart on Teacher Journal Lesson #10, p. 1 or uncover the completed chart on p. 2. Sentences from the first pages of <u>Chicken Sunday</u> are provided, but you could use others.</li> <li>If students are not ready for independent practice, you could work through the You Do activity as a whole group and have partners report to the group.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #3: SPIRAL, SEQUENCE, PLOT, CULTURE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  “How many of you like action movies, when the hero or heroine has to work really hard to solve a problem? Today we’re going to talk about action words, the words in sentences called <i>verbs</i>. Verbs tell about an action or how things are. The purpose of today’s lesson is for you to be detectives and find the action words, or verbs, in <u>Chicken Sunday</u>. When we can find the verbs in sentences, it means we understand what is happening. Then we can understand the story even better.”</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>Read the first page of text to demonstrate finding verbs and verb phrases; you might display the page with a document camera so students can easily read the sentences. You could say:</b>  “We’re going to find verbs from the sentences in our text. Verbs and verb phrases are words or groups of words that tell us the action or state of being of the nouns or pronouns in the sentence. For example, look at the first sentence from <u>Chicken Sunday</u>. It says, ‘Stewart and Winston were my neighbors.’ The verb here is <i>were</i>. The word <i>were</i> is a state of being; Stewart and Winston <i>were</i> neighbors. Sometimes there’s more than one word in the verb. Then it’s called a <i>verb phrase</i>.</p>	

	<p><b>Write the second sentence of the text on the board, and point out the verbs and verb phrases.</b>  <b>You could say:</b>  “Look at this next sentence. It has two parts; it’s a complex sentence with two sentences combined into one. There are two verbs, one for each sentence part. The first one, “They <i>were</i> my brothers...”, is similar to the first sentence we just read. The verb is <i>were</i> again. Now look at the second sentence part: ‘we <i>had performed</i> in their backyard one summer.’ Here, a verb phrase tells the action they had done—they <i>had performed</i>. The action is that they <i>had performed</i> a ceremony. I’m going to put two lines under the verbs in these sentences so you can really see them.” <b>(underline <i>were</i> and <i>had performed</i>)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  “Now you can help me find more verbs and verb phrases. Look at the last sentence in this paragraph: ‘My babushka <i>had died</i> two summers before.’ It looks similar to the sentence we just finished. What do you think the verb phrase is in this sentence? <b>(pause for response)</b> Yes! The verb phrase is <i>had died</i>. Her babushka—her grandmother—<i>had died</i>. Now look at the second sentence of the next paragraph, It is kind of tricky... What did they do—what’s the action in ‘How we <i>loved</i> to hear Miss Eula sing?’ <b>(pause for response)</b> It’s <i>loved</i>! Even though it’s tempting to say the action is <i>hear</i> or <i>sing</i>, those words are in another sentence part, an adverbial phrase that we won’t talk about yet. What did they do? They <i>loved</i>, so the action, or the verb, is <i>loved</i>. Excellent!”</p> <p><b>For continued practice with identifying verbs and verb phrases, display Teacher Journal Lesson #10. As you teach, underline the verbs or verb phrases twice and write them in the <i>Verb</i> column. You can add the type of verb in the next column. Alternately, display and discuss the answers on the second page of the journal.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #10 and divide students into pairs. You could say:</b>  “Now it’s your turn to find verbs and verb phrases. Your student journal has some sentences about <u>Chicken Sunday</u>. Work with a partner to read the sentences and underline each verb or verb phrase twice. You should find one on each line. When you’re finished, there are four sentences at the bottom. You can write in your choice of a verb or verb phrase.”  <b>Circulate the room to support students with identifying the verbs and verb phrases.</b></p> <p><b>When students are finished, regroup and have students share the verbs and verb phrases they’ve chosen to check for accuracy.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “Today we practiced finding <i>verbs</i> and <i>verb phrases</i>. What is a verb’s job in a sentence? <b>(pause for response)</b> That’s right! It is the action word or state of being. Tell your partner two of the verb phrases that we found today... When authors use verb phrases it makes their writing more interesting. I will watch for you to use interesting verb phrases in your writing!”</p>



Sentences	Verb phrase	Type
Stewart, Winston and I walked to the hat shop.		
We looked at the pretty hats.		
Stewart and Winston were my neighbors.		
Miss Eula had no Easter hat.		
We were saving money for Miss Eula’s hat.		
We would walk to church and back.		
Miss Eula took my hand as we crossed College Avenue.		
Miss Eula fried chicken on Sundays.		
“The pink hat is the most beautiful hat ever!”		
“We will get that hat for Miss Eula!”		
Big boys were yelling at Mr. Kodinski.		
Mr. Kodinski was angry.		

Sentences	Verb	Type
Stewart, Winston and I <u>walked</u> to the hat shop.	walked	action
We <u>looked</u> at the pretty hats.	looked	action
Stewart and Winston <u>were</u> my neighbors.	were	linking
Miss Eula <u>had</u> no Easter hat.	had	linking
We <u>were saving</u> money for Miss Eula's hat.	were saving	helping + action
We <u>would walk</u> to church and back.	would walk	helping + action
Miss Eula <u>took</u> my hand as we <u>crossed</u> College Avenue.	took crossed	action action
Miss Eula <u>fried</u> chicken on Sundays.	fried	action
"The pink hat <u>is</u> the most beautiful hat ever!"	is	linking
"We <u>will get</u> that hat for Miss Eula!"	will get	helping + action
Big boys <u>were yelling</u> at Mr. Kodinski.	were yelling	helping + action
Mr. Kodinski <u>was</u> angry.	was	linking

# Student Journal

## Fiction – Lesson 10



**Directions:** Read the following sentences and underline all of the verbs twice. The first one is done for you.

Stewart reached into the hole in the trunk of the tree.

He pulled out a rusty Band-Aid tin.

We held our breath.

We counted the money inside.

We were saving money for a hat.

“We will get that hat for Miss Eula in time for Easter.”

“Maybe we should ask Mr. Kodinski.”

Winnie was fearful.

“He is a strange old man.

He never smiles at anyone.

He always looks so mean!”



**Now you try it:** Write verbs in the blanks below to complete each sentence.

1. Miss Eula \_\_\_\_\_ ‘like slow thunder and sweet rain.’

2. The three children \_\_\_\_\_ their money to buy Miss Eula a hat.

3. At first, Mr. Kodinski \_\_\_\_\_ at Stewart, Winston and Patricia.

4. In the end, Mr. Kodinski \_\_\_\_\_ the children a hat for Miss Eula.

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 11
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the purpose of a text, why the author may have made certain choices and whether the information provided is adequate.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share or Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> <li>Sticky notes</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #4</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Discussion questions for Lesson #11</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Preview the text and insert sticky notes where you will prompt students to think about the author's purpose.</li> <li>You may project the discussion questions for the You Do activity or pass out the cards to small groups and then have them report to the class; if the latter, cut apart the discussion question cards before the lesson.</li> </ul> </li> <li>You can choose to have students share their ideas with partners or in small groups during the lesson.</li> <li>Save plenty of time for an extended, rich discussion during the You Do routine.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #4: SPIRAL, SEQUENCE, PLOT, CULTURE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "There are a lot of different reasons to tell a story. Think about stories you've told. Why did you tell them? To make someone laugh? To explain something that happened? When an author writes a story, they know that children like you will be reading it. They wrote it for you! Today we're going to look at our book <u>Chicken Sunday</u> again. The purpose of our lesson is to think about why the author, Patricia Polacco, wrote this story—her purpose. When you think about why an author wrote her story, it helps you understand the story better."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "We have read this book before, so I'm going to look back through the book and reread some parts to help me decide the author's purpose for writing the book. <b>(show the first two pages)</b> Right away, I notice in the illustration that the narrator and Ms. Eula's family are from different races and probably different <b>cultures</b>. In the text it says that the children had a '<b>solemn</b> ceremony' to become siblings. It also says the families had different religions, but the narrator went to church with Ms. Eula's family.</p> <p>"In these first pages of text and illustrations, the author points out many differences between the two families. This makes me think one purpose is to point out how people from different <b>cultures</b> get along very well. As we read I'll think more about the author's purpose for writing this story.</p>	

	<p>“The title of the book, <u>Chicken Sunday</u>, is explained on the next page. <b>(turn to the next page)</b> The author describes all of the food they ate on ‘Chicken Sundays.’ She named the book after their Sunday traditions. That tells me that is very important information for the author. The text and illustrations show their Sunday meal and everything they ate. I think the author chose to show and tell us about their Sunday meal to highlight the <b>culture</b> of the main <i>characters</i>. I said I thought a purpose of the book might be to show that people from different <b>cultures</b> can get along. Highlighting Ms. Eula’s family’s <b>culture</b> and traditions in detail supports the idea of <b>cultures</b> being an important purpose of the book.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Read the seventh page, where Mr. Kodinski catches the children behind his shop.</b>  <b>You could say:</b>      “When the children try to talk to Mr. Kodinski, he won’t listen and tells them, ‘All I want to do is live my life in peace.’ On the next page when the children try to explain that they didn’t throw eggs at Mr. Kodinski’s shop, Ms. Eula says, ‘That poor man has suffered so much in his life...’ But we don’t know much about Mr. Kodinski. The author chose <i>not</i> to tell us why he’s suffered. What do you think? Is it important that the author chose not to tell us more about Mr. Kodinski? Turn to your [partner/group] and discuss why you think the author chose <i>not</i> to tell us about Mr. Kodinski and if we need to know more. <b>(allow students to discuss and then share their ideas)</b> Who wants to share?”</p> <p><b>Turn to the page where the children are decorating eggs. You could say:</b>      “We know that the children decorated eggs for Mr. Kodinski. Why do you think the author chose to have the children decorate eggs? Was there a reason for making this type of egg to give to Mr. Kodinski? Think about it and discuss it with your [partner/group].”<b>(allow students to discuss and then share their ideas)</b></p> <p><b>For more practice, you could continue to skim through <u>Chicken Sunday</u> and ask questions about the author’s purpose and the information she chose to include or leave out of the story.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display the discussion questions or distribute the discussion question cards. You could say:</b>      “Now each [pair/group] has a topic to discuss. The topics are similar to what we’ve just discussed as a class; after your discussion you’ll report back to the class. I’ll give you [five] minutes to discuss. Make sure that everyone has a chance to talk at least twice. Then have one person share your ideas with the class.”</p> <p><b>Circulate the room to support students and ensure that they all student have turns to share.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>      “Today we discussed the author’s purpose for <u>Chicken Sunday</u> and why she chose to include or leave out information. Why is it important to think about the author’s purpose when you read? Tell your partner. During our next silent reading time, I want you to tell me why the author wrote the book you are reading!”</p>



# Discussion Questions

## Fiction – Lesson 11



**Directions:** Project this page so students can see the questions or cut out the questions and distribute them to small groups for discussion.

<p>1. Why do you think the author chose to have characters of different races and ages in this book?</p>	<p>2. Discuss whether it was important for the author to include the information about the food and traditions of Chicken Sundays. Why or why not?</p>
<p>3. Why do you think the author included a mean old man like Mr. Kodinski in the story?</p>	<p>4. What is the author's purpose for writing the story?</p>
<p>1. Why do you think the author chose to have characters of different races and ages in this book?</p>	<p>2. Discuss whether it was important for the author to include the information about the food and traditions of Chicken Sundays. Why or why not?</p>
<p>3. Why do you think the author included a mean old man like Mr. Kodinski in the story?</p>	<p>4. What is the author's purpose for writing the story?</p>

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 12
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Define Words to Know by providing a simple definition and reference to observable features or examples.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #12</li> <li>Student Journal Lesson #12</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>When you introduce the Words to Know, show the picture <b>associated</b> with each word on the teacher journal or hold up the Vocabulary Picture Card.</li> <li>In this lesson, you will discuss examples of the Words to Know so students develop a broader understanding of how to define the words using examples. Write the examples on the chart from the teacher journal as students report ideas from their think-pair-share time.</li> <li>WORDS TO KNOW <ul style="list-style-type: none"> <li><b>solemn:</b> Very serious</li> <li><b>ceremony:</b> Special actions, words, or performances to mark an important event</li> <li><b>conclusion:</b> The end of something</li> <li><b>associate:</b> Join with</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Do you remember learning words? I remember learning the word <i>adjacent</i> in school. Most of the time, we learn words almost accidentally, but sometimes we learn them on purpose. Today we're going to learn four more words on purpose. We know that the more words we know, the better we can understand what people tell us. When we know more words, we can also use those words when we talk. They help explain more clearly what we want to say. Let's get started on four new Words to Know!"</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #12. Add examples of the Words to Know to the chart as you discuss them with students. You could say:</b>  "Our first word is <b>conclusion</b>. Let's say and spell <b>conclusion</b>... <b>Conclusion, C-O-N-C-L-U-S-I-O-N</b>. The word <b>conclusion</b> means 'the end of something.' This picture (<b>show teacher journal or picture card</b>) shows the end. At the <b>conclusion</b> of our book <u>Chicken Sunday</u>, Miss Eula got her hat and the children were happy. At the <b>conclusion</b> of <u>Henry and the Kite Dragon</u>, the children figured out how to compromise. At the <b>conclusion</b> of a school day, you go home. It's the final thing that happens. When I think of examples of <b>conclusions</b>, I think of closings or endings of stories, plays, speeches, or movies. Turn to your partner and share an example of <b>conclusion</b>. (<b>allow talk time</b>) Who will report your examples? (<b>have volunteers share</b>) Now turn to a partner and do two things: say the definition of <b>conclusion</b>, 'the end of something,' and then what you do at the <b>conclusion</b> of your day. You have 30 seconds. (<b>allow talk time</b>)</p>	

	<p><b>(associate)</b>          “Our second word is <b>associate</b>. Let’s say and spell <b>associate</b>... <b>Associate, A-S-S-O-C-I-A-T-E</b>. The word <b>associate</b> means to ‘join with.’ This picture (<b>show teacher journal</b>) shows four people who <b>associate</b> with each other. In our story <u>Chicken Sunday</u>, the little girl <b>associated</b> with the two boys next door; she joined them at church and at Miss Eula’s for dinner. Summer is <b>associated</b> with hot weather and vacations. What do you <b>associate</b> with peanut butter? (<b>pause for response</b>) Business partners are called <b>associates</b>; this word is a noun that describes people who <b>associate</b>. Think of some examples of <b>associate</b> and report to your partner. (<b>allow talk time</b>) I’m thinking of <i>friends</i> or <i>neighbors</i>. What other examples did you think of? (<b>have volunteers share</b>) <b>Associate</b> means to ‘join with.’ Tell your partner the definition of <b>associate</b> and one thing you do together with your friends. (<b>allow talk time</b>)</p> <p><b>(solemn)</b>          “Our third word is <b>solemn</b>. Let’s say and spell <b>solemn</b>... <b>Solemn, S-O-L-E-M-N</b>. The word <b>solemn</b> means ‘very serious.’ This picture shows a <b>solemn</b> soldier. (<b>show teacher journal or picture card</b>) In our story <u>Chicken Sunday</u>, the little girl stated that the two boys became her brothers in a ‘<b>solemn ceremony</b>’ they performed in the backyard. If you go visit the principal, it might be <b>solemn</b>, or very serious. What other examples of <b>solemn</b> can you think of? (<b>allow time to share</b>) The word <b>solemn</b> means ‘very serious.’ Turn to your partner; tell him or her the meaning of <b>solemn</b> and a time when you are very serious. (<b>allow talk time</b>)</p> <p><b>(ceremony)</b>          “Our last word is <b>ceremony</b>. Let’s say and spell <b>ceremony</b>... <b>Ceremony, C-E-R-E-M-O-N-Y</b>. The word <b>ceremony</b> means ‘special actions, words, or performances to mark an important event.’ This is a picture of a graduation <b>ceremony</b>. (<b>show teacher journal or picture card</b>) In our story <u>Chicken Sunday</u>, the little girl became brothers with the two boys next door in a ‘<b>solemn ceremony</b>.’ This <b>ceremony</b> was special because it marked an important event. When two people get married, it’s called a <b>ceremony</b>, a special event that celebrates their love. What are some other examples of a <b>ceremony</b>? (<b>allow time to share</b>) A <b>ceremony</b> is ‘special actions, words, or performance to mark an important event.’ Tell your partner what <b>ceremony</b> means and a <b>ceremony</b> that you’ve attended.” (<b>allow talk time</b>)</p>
<p><b>You Do</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute the student journal. You could say:</b>          “In your journal, you’ll see each of our Words to Know. Work with a partner to read the definition and write the word that matches. Then think of at least two examples of each word together, and write them in the blanks. You can use the chart we made if you need some help with examples. After that, you and your partner can play Charades—choose one word and act it out. You can’t say anything or point to the word. You have to <i>act</i> it out so your partner can guess the word. Then your partner can choose a different word. At the <b>conclusion</b>, we’ll have some of you show us your charades.”</p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today we learned four new Words to Know and now we have even more words to use when we want to talk! Help me review our Words to Know:</p> <ul style="list-style-type: none"> <li>• Which word means ‘very serious’? (<b>solemn</b>)</li> <li>• A wedding is an example of what? (<b>ceremony</b>)</li> <li>• Where is the <b>conclusion</b> of a story? (<b>at the end</b>)</li> <li>• What’s the opposite of <b>solemn</b>? (<b>silly</b>)</li> <li>• What does <b>associate</b> mean? (<b>to join with</b>)</li> </ul> <p>Now you can use these new words in your writing, and when you read them in a story you will understand the story better!”</p>

<b>conclusion</b>	<b>associate</b>	<b>solemn</b>	<b>ceremony</b>
the end of something	join with	very serious	special performances to mark an important event
Examples: Closings of stories, plays, speeches, movies	Examples:	Examples:	Examples:



**Directions:** Write the word that goes with each definition and then give two examples.



**Word:** \_\_\_\_\_

**Definition:** special actions, words or performances to mark an important event

**Think of two examples, such as a wedding:**

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**Word:** \_\_\_\_\_

**Definition:** the end of something

**Think of two examples, such as the closing of a book:**

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**Word:** \_\_\_\_\_

**Definition:** join with

**Think of two examples, such as partners:**

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**Word:** \_\_\_\_\_

**Definition:** very serious

**Think of two examples, such as church:**

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## WEEKLY LESSON PLANNER

### FICTION

Week 4	Lesson 13	Lesson 14	Lesson 15	Lesson 16
<b>Lesson Type</b>	<b>Text Mapping</b>	<b>Integration</b>	<b>Words to Know</b>	<b>Read to Know</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use grade-level prefixes.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative including <i>characters</i>, <i>setting</i>, and two complete episodes.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of different types of words to convey thoughts and meanings precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>After independently reading a book, use a combination of writing and drawing to recount the text with appropriate facts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>	<ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Lined paper (1 per student)</li> <li>Bags</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Sticky notes</li> <li>Bags</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> <li>Drawing paper (1 per student)</li> <li>Model of You Do assignment </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Prefix game spinners for Lesson #13  </li> <li>Prefix game cards for Lesson #13  </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #14</li> <li>Story element shapes for Lesson #14 </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital)  </li> <li>Student Journal Lesson #15</li> <li>Word web</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal from Lesson #8, p. 2 (optional)</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 13
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Use grade-level prefixes.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Using Think-Alouds</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups (3–4)</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Lined paper (1 per student)</li> <li>Bags</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Prefix game spinners for Lesson #13</li> <li>Prefix game cards for Lesson #13</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> Prepare the prefix game; each group should have a set of game cards and a spinner. <ul style="list-style-type: none"> <li>Cut apart the prefix game spinners and insert a plastic spinner in the middle of each.</li> <li>Cut the prefix game cards for each group; bag these with the game spinners.</li> </ul> </li> <li>Display Teacher Journal Lesson #13 while teaching the meaning of the prefixes and giving examples. You can either fill in the blank chart on p. 1 or uncover the answers on p. 2 as you teach the lesson.</li> <li>You could use the following words with prefixes to discuss the lesson texts: <ul style="list-style-type: none"> <li><b>re-:</b> redo, re-glue, repaint, rewind, recount, remind, redecorate, reteach</li> <li><b>pre-:</b> preview, prejudice, precaution, precook</li> <li><b>un-:</b> unwrap, unwind, unable, unfriendly, unkind, unjust, unafraid, uncooked, unbelief</li> <li><b>in-:</b> incorrect, inexpensive, invisible, incomplete</li> <li><b>non-:</b> nonstop, nonstick, nonviolent</li> </ul> </li> <li>The lesson uses the term 'base word,' but you could use 'root word' instead.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "In your mind, imagine a train with an engine and a freight car. Words can be like a train. The freight car is the root or <i>base word</i>. The engine is a <i>prefix</i>—it goes in the front of the base word. One example of a word with a prefix is <i>recycle</i>. Cycle is the base word and <i>re-</i> is the prefix. <i>Re-</i> means 'again' and <i>cycle</i> means 'a circle.' When you <i>recycle</i>, you reuse the material again. It goes in a circle so you can use it again. When you know what prefixes like <i>re-</i> mean, you can figure out the meaning of lots of words, and that helps you understand what you read. The purpose of our lesson today is for you to practice adding prefixes to base words."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in You Do. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #13. For each prefix in the chart, add examples of words and their meanings. You could say:</b>          "A <i>prefix</i> is a word part that is placed at the beginning of a word to change its meaning. When the boys destroyed the kites, Henry and Mr. Chin had to <i>remake</i>, <i>repaint</i>, and <i>restring</i> the kites. The prefix <i>re-</i> means 'again,' so the word <i>remake</i> means 'to make again.' <i>Repaint</i> means 'to paint again.' Another <i>prefix</i> from our story is <i>un-</i>. It means 'not.' The Chinese boys thought the Italian boys were <i>unfriendly</i> and <i>unkind</i>. Henry was <i>unafraid</i> of talking with the Italian kids."  <b>Continue adding meanings and examples for the prefixes <i>pre-</i>, <i>in-</i>, <i>non-</i>, <i>re-</i>, and <i>un-</i>; see the Special Instructions or the second journal page for suggestions.</b></p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Demonstrate how this lesson’s prefix game is played with a few volunteers; you will need the prefix game cards and the spinners. You could say:</b>          “We’re going to play a prefix game by adding prefixes to base words and then deciding if they make a real word. I’ll show you how to play the prefix game, and then you’ll be able to play with your group. Remember, a <i>prefix</i> is added to the beginning of a word...</p> <p>“First, I turn over a card that shows a base word. My word is [fix]. Next, I’ll spin the spinner. The prefix I got is [<i>re-</i>]. Is [refix] a real word? No, <i>prefix</i> is a word but not <i>refix</i>. Now, the next person will take a base word. This time, it’s [view]; now spin the spinner. The prefix is [<i>pre-</i>]. Is [preview] a word? Yes! Now you would write the word on your paper because the base word plus the prefix made a real word... You get a point for making a real word.</p> <p>“So, if your base word and prefix do not make a real word, the next person draws a card and spins to try to make a real word from the base word plus the prefix. When all of the cards are used, you can shuffle cards and keep on playing. Remember that not all the base words will make a real word when you add a prefix.”  <b>Play a few more turns of the game until students understand how the game is played and how to record words on their papers.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into groups of three or four and give them their spinners and prefix game cards. Students should have paper to record the words they make. Circulate among students to provide support and feedback. Be sure that they are recording the words correctly on their papers.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today we learned that <i>prefixes</i> change the meaning of base words. Think of how many new words you can make now! Where do you put a prefix? <b>(pause for response)</b> At the beginning of a word. Tell your partner a prefix. <b>(allow brief talk time)</b> When you know the meanings of many prefixes, you’ll understand what many more words mean. When you are writing, pay attention to how many different prefixes you can use.”</p>





<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
<b>in-</b>		
<b>non-</b>		
<b>pre-</b>		
<b>re-</b>		
<b>un-</b>		



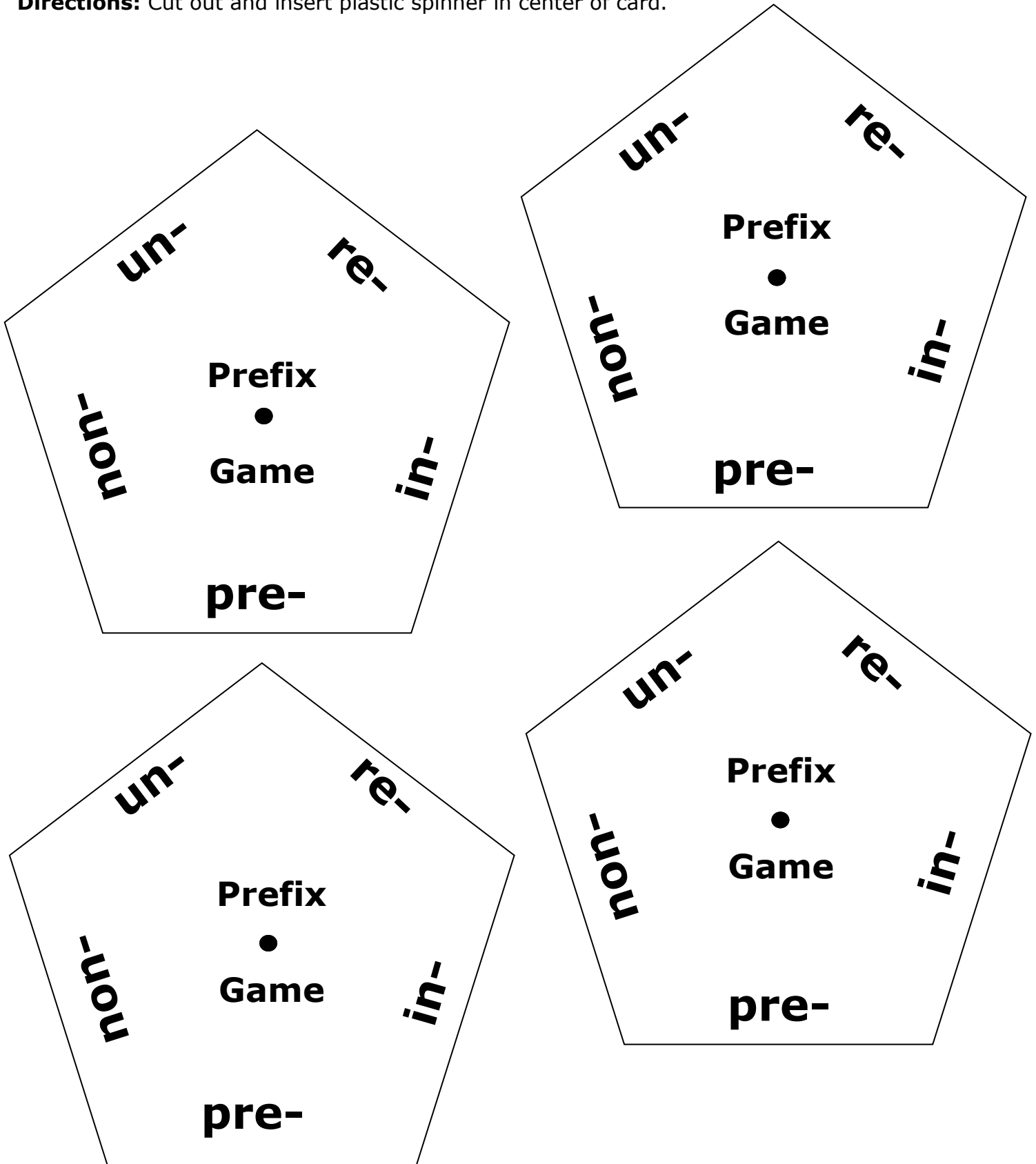
<b>Prefix</b>	<b>Meaning</b>	<b>Examples</b>
<b>in-</b>	<b>in</b>	<b>infield, inside</b>
<b>non-</b>	<b>not</b>	<b>nonsense, nonstick</b>
<b>pre-</b>	<b>before</b>	<b>preview, predict</b>
<b>re-</b>	<b>again</b>	<b>return, review</b>
<b>un-</b>	<b>not</b>	<b>unfriendly, unkind</b>

# Prefix Game Spinners

## Fiction – Lesson 13



**Directions:** Cut out and insert plastic spinner in center of card.



# Prefix Game Cards

## Fiction – Lesson 13



<b>fix</b>	<b>run</b>	<b>fat</b>
<b>view</b>	<b>stop</b>	<b>certain</b>
<b>caution</b>	<b>fiction</b>	<b>fill</b>
<b>make</b>	<b>sense</b>	<b>order</b>
<b>pare</b>	<b>tie</b>	<b>cycle</b>
<b>mind</b>	<b>complete</b>	<b>pay</b>
<b>able</b>	<b>fair</b>	<b>heat</b>
<b>afraid</b>	<b>broken</b>	<b>correct</b>

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 14
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Retell a narrative including <i>characters, setting</i>, and two complete episodes.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Sticky notes</li> <li>Bags</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #5</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #14</li> <li>Story element shapes for Lesson #14</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #5: SOLEMN, CEREMONY, CONCLUSION, ASSOCIATE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Today we're going to pretend that we're television reporters reporting the story of <u>Chicken Sunday</u>. Reporters need to get background information, interview the <i>characters</i>, and find out what happened so they can accurately report the story to their audience. They need to find all of the story elements. Think to yourself, what are the story elements? First, we'll go through the book to gather information, and then we'll arrange the story elements so you can tell your audience the story. When you know a story well enough to do a report, it shows that you really understand the story. Let's do it!"</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Show the completed story map from the teacher journal; point to the story elements as you retell <u>Chicken Sunday</u>. You could say:</b>  "I'm going to show you what the story of <u>Chicken Sunday</u> would sound like as a TV report using this chart to help me remember the story elements..."</p>	

	<p>This is [your name] from Channel 5 News reporting from [your city]. Easter is only a week away. Last week, we heard about three children in our town, Patricia, Stewart and Winston. They had a <i>goal</i>—they desperately wanted money to buy their grandmother a beautiful hat for Easter and show her how much they love her. But they didn’t have enough money to buy one. First, they decided to ask Mr. Kodinski, the local hat shop owner, for a job even though they were afraid of him; instead, they were blamed for throwing eggs at his door. Mr. Kodinski was angry, and Ms. Eula was disappointed. So the children tried another way to get money—they decorated eggs to sell in Mr. Kodinski’s shop. They sold every egg and impressed Mr. Kodinski so much that he actually gave them the hat that Ms. Eula wanted for Easter. On Easter Sunday, Ms. Eula wore her hat with pride, and the children were so proud that they had made Ms. Eula happy. What an inspiring story!”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Pass out the story element shapes to each pair of students. Guide them as they arrange the shapes into a story map. You could say:</b>  “Take out your bag of story element shapes. We’re going to make a story map like mine for your TV report. You can arrange your shapes as we map the story.</p> <ul style="list-style-type: none"> <li>• The first thing we need to report is the <i>setting</i> of <u>Chicken Sunday</u>. Find the parallelogram for the <i>setting</i>. It takes place in a town or city with houses, shops and churches; remember that it’s around Easter time.</li> <li>• Who are the main <i>characters</i>? <b>(pause for response)</b> The narrator, Patricia, and Stewart and Winston. They all have the same <i>goal</i>, so we’ll only need one star for all of them. Their <i>goal</i>? <b>(pause for response)</b> Yes, to buy Ms. Eula a hat for Easter. Find the oval and put it under the <i>characters’</i> star.</li> <li>• What was their first <i>attempt</i>? <b>(pause for response)</b> They tried to ask Mr. Kodinski if they could work for him to earn money for the hat. Find that rectangle and put it on the left.</li> <li>• Now let’s find the <i>outcome</i> of that <i>attempt</i>. They got blamed for throwing eggs at Mr. Kodinski and Ms. Eula was unhappy with them. Find the wave for the <i>outcome</i> and put it under the <i>attempt</i>.</li> <li>• What was the second <i>attempt</i>? <b>(pause for response)</b> They made Pysanky eggs to sell at Mr. Kodinski’s shop. What happened as a result? <b>(pause for response)</b> Yes, they sold all of the eggs. Then how were they feeling? ... Find the <i>attempt</i> and <i>outcome</i>. Put them on the right.</li> <li>• Let’s discuss the <i>end</i>. Did the kids meet their <i>goal</i>? How? <b>(pause for response)</b> On Easter Sunday, I imagine they were very happy that they could give Ms. Eula her hat and show her how much they loved her.</li> </ul> <p>“Now that we have all of the story elements for our TV news report, you can practice telling the first part of the story to your partners using just the shapes for the <i>setting</i>, <i>characters</i>, and <i>goals</i>. <b>(circulate the room to support students as they retell the first part)</b></p> <p>“Now take turns telling the second part of the story—the two <i>attempts</i>, <i>outcomes</i> and <i>end</i>.” <b>(circulate the room to support students)</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Have students practice retelling the entire story with their partners, using their story maps. You could say:</b>  “Now tell the entire story to your partner. Pretend that you’re a reporter and you’re telling the audience what you’ve found out about the children. Partners should check that reports include all the story elements. When you’ve practiced two times, we’ll gather as a group and you can share some of your news reports.”</p>


**CLOSE**


**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**


**You could say:**


“I am so amazed by your news reports today! Let’s review again what we needed to include in our news coverage: *setting, characters, goal, attempts, outcome, and end!* The next time you listen to a news report, see if you can find all of the story elements in the report. That’s what good storytellers do—they give important information and interesting details. Do you really understand the story of Chicken Sunday? That’s the benefit of retelling!”


### Chicken Sunday


 **Setting**  
Town or city;  
before Easter


**Characters**   
Patricia  
Stewart  
Winston


**Attempt**   
try to ask Mr. Kodinski  
for a job

**Goal**   
to buy Ms. Eula an  
Easter hat

**Attempt**   
They make eggs and  
sell them at Mr.  
Kodinski's shop.


 **Outcome**  
They get blamed  
for throwing  
eggs.


**The End!**   
Ms. Eula loves her  
hat; the kids are  
very happy.


 **Outcome**  
Mr. Kodinski  
gives them Ms.  
Eula's hat.





### Chicken Sunday


 **Outcome**  
They get blamed for throwing eggs.


**Characters**   
Patricia  
Stewart  
Winston


**Goal**   
to buy Ms. Eula an Easter hat

**Attempt**   
They make eggs and sell them at Mr. Kodinski's shop.

**Attempt**   
try to ask Mr. Kodinski for a job

**The End!**   
Ms. Eula loves her hat; the kids are very happy.

 **Outcome**  
Mr. Kodinski gives them Ms. Eula's hat.

 **Setting**  
Town or city; before Easter

# Let's Know! Story Element Shapes – Fiction – Lesson 14

## Characters

Patricia  
Stewart  
Winston



## Outcome

Mr. Kodinski gives them Ms. Eula's hat.

## Characters

Patricia  
Stewart  
Winston



## Outcome

Mr. Kodinski gives them Ms. Eula's hat

## Attempt

They make eggs and sell them at Mr. Kodinski's shop.



## Outcome

They get blamed for throwing eggs.

## Attempt

They make eggs and sell them at Mr. Kodinski's shop.



## Outcome

They get blamed for throwing eggs.

## The End!

Ms. Eula loves her hat; the kids are very happy.

## Goal

To buy Ms. Eula an Easter hat

## The End!

Ms. Eula loves her hat; the kids are very happy.

## Goal

To buy Ms. Eula an Easter hat

## Attempt

Try to ask Mr. Kodinski for a job

## Setting

Town or city; before Easter

## Attempt

Try to ask Mr. Kodinski for a job.

## Setting

Town or city; before Easter

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW LESSON 15
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Use a variety of different types of words to convey thoughts and meanings precisely.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Rich Instruction</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #15 (print or digital)</li> <li>Student Journal Lesson #15</li> <li>Word web</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <p>This lesson focuses on related words. The Rich Instruction technique should enhance students' understanding of the Words to Know so they can use the words and related words in a story.</p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> If using the print version of the teacher journal, you could cut out the related words prior to the lesson.</li> <li>Display the digital or print teacher journal using an interactive whiteboard or document camera. Alternately, create your own word web on the board or chart paper. Place the words from the teacher journal in the outer bubbles or simply write the words in the bubbles.</li> <li>You could cover the suggested words on the teacher journal to encourage students to independently think of related words during guided practice.</li> <li>The last page of the teacher journal is the same as the student journal used for the You Do activity. Rather than using the pictures provided, you could simplify the lesson by having students tell a story about anything they choose using the words and related words.</li> <li><b>WORDS TO KNOW</b> <ul style="list-style-type: none"> <li><b>solemn:</b> Very serious</li> <li><b>ceremony:</b> Special actions, words, or performances to mark an important event</li> <li><b>conclusion:</b> The end of something</li> <li><b>associate:</b> Join with</li> </ul> </li> <li><b>SUGGESTED RELATED WORDS</b> <ul style="list-style-type: none"> <li><b>ceremony:</b> <i>wedding, ritual, social, graduation, clothes</i></li> <li><b>solemn:</b> <i>thoughtful, serious, quiet, silly</i> (opposite)</li> <li><b>associate:</b> <i>connect, combine, together, unite</i></li> <li><b>conclusion:</b> <i>final, outcome, result, beginning</i> (opposite)</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "The other day I watched a program about Hawaii. The narrator mentioned the <i>cuisine</i> of Hawaii. They were talking about food, so I made an inference that <i>cuisine</i> means something about food. That made me think about other words related to food. Words are like that. There are many related words. The purpose of our lesson today is to think of words that are related to our Words to Know. Then you'll use these words to describe a picture. When you know many related words you can understand what you hear and read better."</p>	

<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Use Teacher Journal Lesson #15 to add related words to a word web. You could say:</b>  “Let’s start with our new word <b>ceremony</b>. A <b>ceremony</b> is the special actions, words, or performances that mark an important event. When I hear the word <b>ceremony</b>, I think of other words like <i>wedding</i> and <i>graduation</i>. I’ll add <i>graduation</i> to our word web. I know that there are certain <i>rituals</i> that happen in a <b>ceremony</b>. There are special <i>clothes</i> that people wear like <i>graduation</i> caps and gowns. It takes place with a lot of people there, meaning that it’s <i>social</i>.”</p> <p><b>Display the last page of the teacher journal. You could say:</b>  “Now I’m going to show you a picture and use some of these words to describe the picture in a story. This is what you’ll do later for the other words... ‘In some <b>cultures</b>, kids go to a pretend wedding <b>ceremony</b>. They get all dressed up and wear fancy <i>clothes</i>. They even wear gold crowns! The priest performs a <i>ritual</i> and pretends to marry them. There are a lot of people there, so it’s a <i>social</i> event with a big party and celebration. It’s a lot of fun.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Discuss the remaining words and help students think of related words to complete the webs. Suggested words are located on the bottom of the word webs and under Special Instructions, but you could generate others.</b></p> <p><b>You could say:</b>  “The next word is <b>solemn</b>. It means ‘very serious.’ We can add the word <i>serious</i> to our word web. We can also think of words that are opposites like <i>silly</i>. What other words do you think of? <b>(add students’ ideas to the web)</b></p> <p><b>(associate)</b>  “Now let’s discuss <b>associate</b>. It means ‘join with.’ What other words come to mind? What about opposites? <b>(add students’ ideas to the web)</b></p> <p><b>(conclusion)</b>  “The last word is <b>conclusion</b>, or ‘the end of something.’ <i>End</i> or <i>ending</i> would work. Any other suggestions? How about an opposite word? <b>(add students’ ideas to the web)</b></p> <p><b>After all words have been discussed, choose one word/picture from the last journal page and think of a description as a whole group. Encourage students to add ideas to the description or to share their own. You could say:</b>  “Now which one of our words and pictures should we use? How about <b>solemn</b> and the boy who looks very <b>solemn</b>? I’ll describe the picture this way: ‘Once there was a boy who looked very <i>serious</i>. He was sad because his best friend just moved away and he didn’t have anyone to play with at recess. At first, he was very <i>quiet</i> and didn’t talk to anybody. But soon he made new friends, and they had fun playing <i>silly</i> games together. He still missed his best friend, but he wasn’t as sad anymore.’ Do you want to add to my description or share your own?”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #15. You could say:</b>  “Now it’s your turn to think of a description using one of the pictures for the Words to Know. First think of your description and write it on the blank lines. Then take turns telling your description to a partner. Be sure to use as many related words from the word web in your description as you can. You may want to share your description with the class after we’re finished.”</p>

CLOSE

**Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.**

**You could say:**

“Today we learned even more about our Words to Know. Which words go with these related words?”

- *join* (**associate**)
- *silly* (**solemn**)
- *ritual* (**ceremony**)
- *beginning* (**conclusion**)

What great word wizards you are becoming! I’m going to listen for you to use related words when you’re talking or writing. If you think of more related words for any of our Words to Know be sure to add them to our webs.”



ceremony



solemn



conclusion



associate

ritual

silly  
(opposite)

beginning  
(opposite)

connect

social

thoughtful

final

combine

graduation

serious

outcome

together

clothes

quiet

result

unite

**Directions:** Use your Words to Know and related words to describe what is happening in one picture. Write a description and share it with your partner.



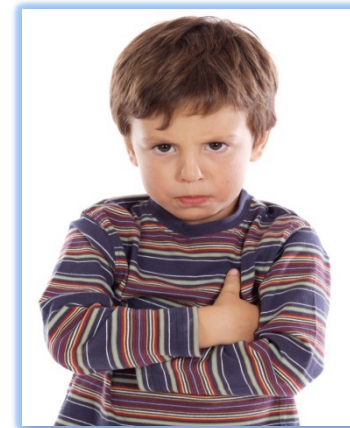
**ceremony**



**associate**



**conclusion**



**solemn**



ceremony

ritual

clothes

social

graduation



quiet

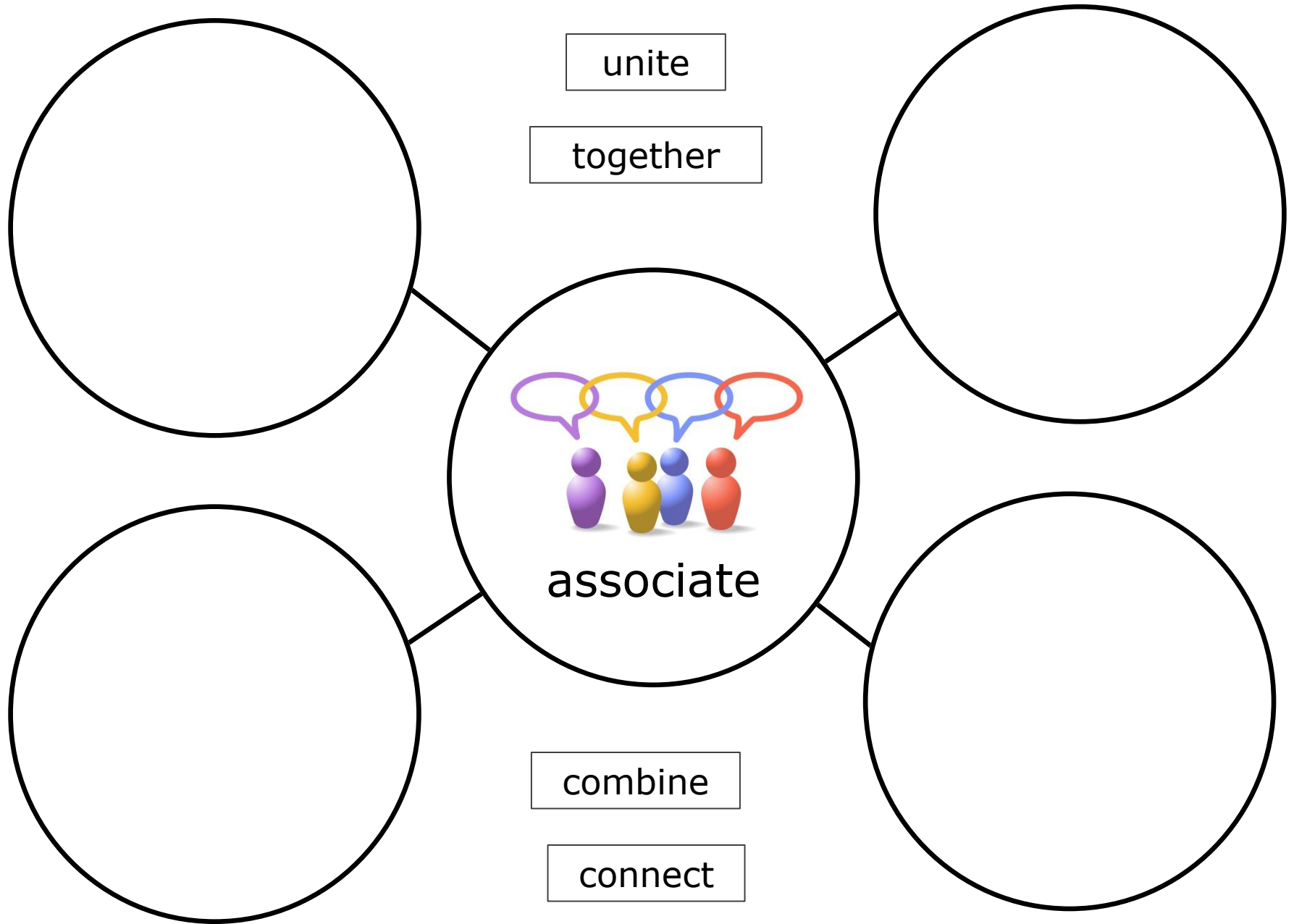
serious

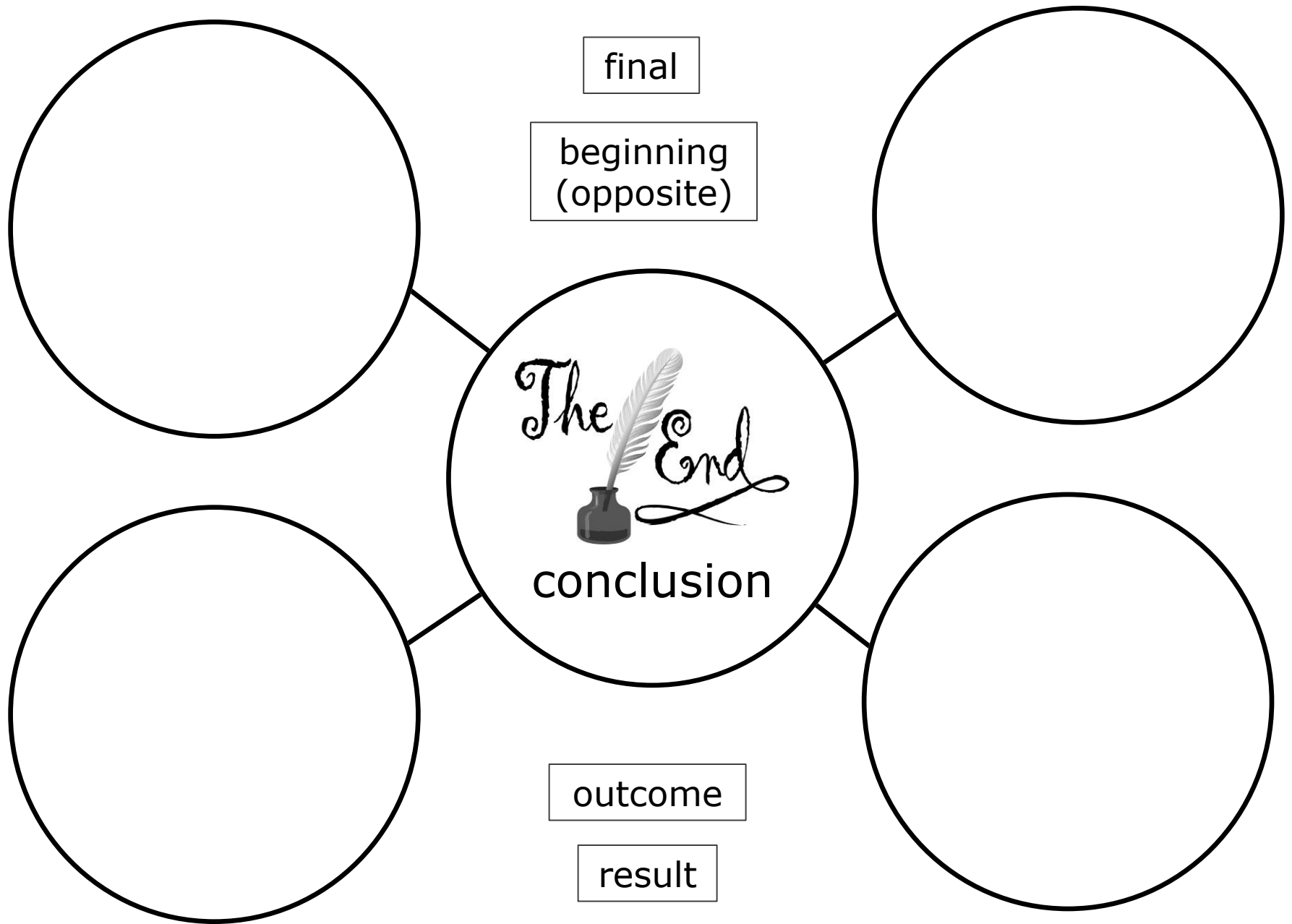


solemn

silly  
(opposite)

thoughtful





final

beginning  
(opposite)



conclusion

outcome

result

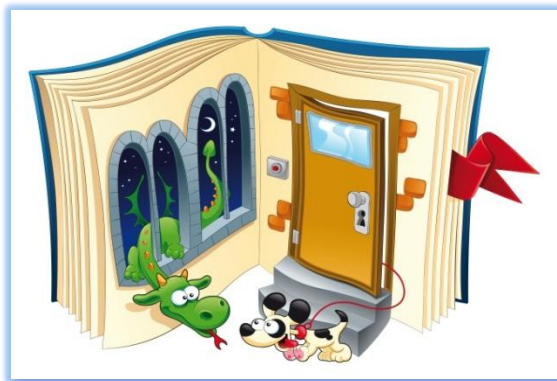
**Directions:** Use your Words to Know and related words to describe what is happening in one picture. Write a description and share it with your partner.



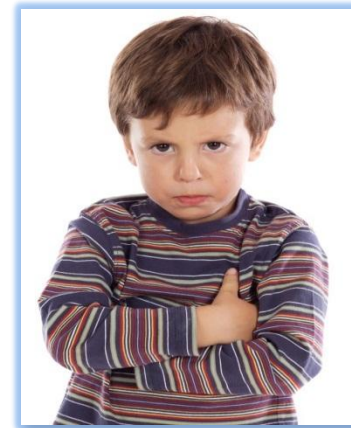
**ceremony**



**associate**



**conclusion**



**solemn**

# Student Journal

## Fiction – Lesson 15



**Directions:** Use your Words to Know and related words to describe what is happening in one picture. Write a description; then share it with your partner.



**ceremony**



**associate**



**conclusion**



**solemn**

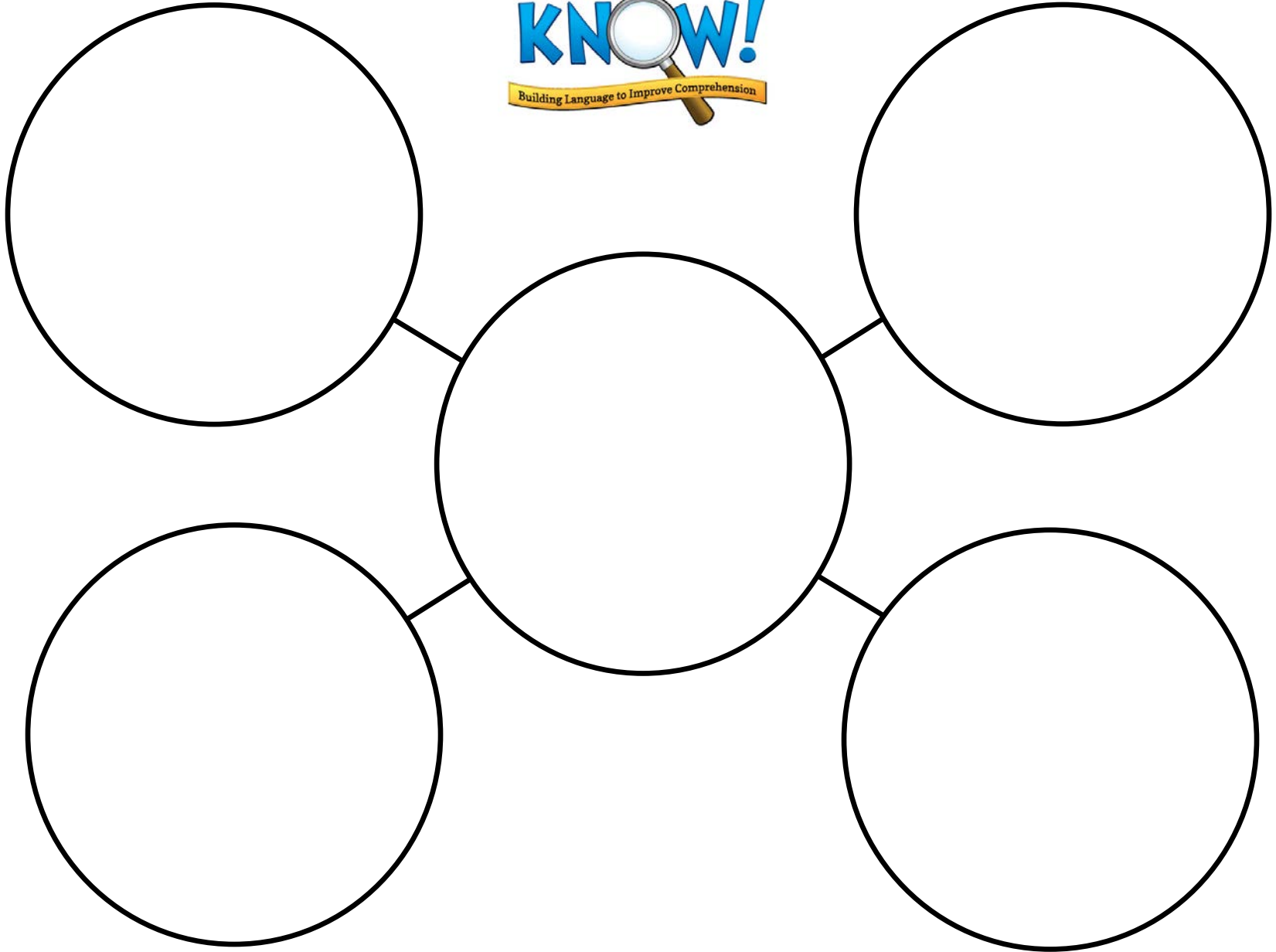
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LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 16
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>After independently reading a book, use a combination of writing and drawing to recount the text with appropriate facts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> <li>Drawing paper (1 per student)</li> <li>Model of You Do assignment</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #6</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal from Lesson #8, p. 2 (optional)</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed black; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #6: SOLEMN, CEREMONY, CONCLUSION, ASSOCIATE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "This is one of my favorite lessons because the purpose today is to spend some more time choosing and reading books! It's like a mini vacation. We get to sneak away into the world the author has created. And, like most other skills, the more you practice reading the better you get at reading. And the more you think about how the author develops the <b>sequence</b> or cycles of events, the better you'll get at understanding and remembering stories also!"</p>	
<b>I Do/ WE DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p>	

	<p><b>Review the Read to Know procedure and establish a purpose for students' reading.</b>  <b>You could say:</b>      "Today you will choose a story you think you will like to read, take time to read it, and consider the <i>characters' goals</i>. Then you will write about those <i>goals</i>. Remember, sometimes a story has more than one <i>character</i>; those <i>characters</i> might have the same <i>goal</i> or different <i>goals</i>. For example, in <u>Chicken Sunday</u>, the three children all had the same <i>goal</i>—to buy an Easter hat for Miss Eula. Here's what my page about the children's <i>goal</i> might look like. <b>(show and briefly explain the example you prepared)</b></p> <p>"To review, here are the steps in today's lesson...</p> <ul style="list-style-type: none"> <li>• Choose a fiction book that you think looks interesting, and is just right for you to read by yourself.</li> <li>• Read quietly for about 15 minutes.</li> <li>• As you read, think about one <i>character's goal</i> in the story. What did he or she want to accomplish?</li> <li>• Use a blank piece of paper to make notes about the <i>character's goal</i>.</li> <li>• When time is up, write or draw something about the <i>goal</i> of your <i>character</i> and share it with a partner.</li> </ul> <p>Now it's time to choose your book, read, and think about what you'll write about a <i>character's goal</i>."</p> <p><b>Allow students to choose books and read independently for 15 minutes. Circulate among students to assist them with book choices or making notes about <i>characters' goals</i>.</b></p>
YOU DO	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute blank drawing paper to students. You could say:</b>      "I hope you enjoyed the book you chose. Now I want you to think about the <i>goal</i> and write about it or draw it on your paper. When you are ready, you can share the information with a partner who is also finished. Remember, your partner doesn't know anything about your story, so you'll need to tell them enough details so they'll understand the <i>character's goal</i>."</p>
CLOSE	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>      "When an author writes a story, do you think he or she plans each of the <i>character's goal</i> before writing? Is that how you would do it? Why? Tell your partner. <b>(allow brief talk time)</b> Now tell your partner which was the most interesting part of the story you read and why you liked it. <b>(allow brief talk time)</b> When you talk with your friends, ask them about the good stories they are reading. You might find out about a book you would really like!"</p>





## WEEKLY LESSON PLANNER

### FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	Read to Me	Text Mapping	Integration	Read to Know
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use prior knowledge and information within a text to make, confirm, and revise predictions.</li> <li>Engage in a range of talk structures on Grade 3 topics and texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences across the main story elements of two or more stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose of a text, why the author may have made certain choices, and whether the information provided by the author is adequate to understand the author's purpose or to explain a <i>character</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>After independently reading a book, use a combination of writing and drawing to recount the text with appropriate facts.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li><u>Togo</u> by Robert J. Blake </li> </ul>	<ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> <li><u>Togo</u> by Robert J. Blake</li> </ul>	<ul style="list-style-type: none"> <li><u>Togo</u> by Robert J. Blake </li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Sticky notes</li> <li>Tokens</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> </ul>	<ul style="list-style-type: none"> <li>Teacher's Bookshelf books </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #18</li> <li>Student Journal Lesson #18</li> </ul>	<ul style="list-style-type: none"> <li>Discussion question for Lesson #19 </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #20</li> <li>Student Journal Lesson #20</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game






Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO ME LESSON 17
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Use prior knowledge and information within a text to make, confirm, and revise predictions.</li> <li>• Engage in a range of talk structures on Grade 3 topics and texts.</li> </ul>		
<b>TEACHING TECHNIQUES:</b> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Rich Discussion</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• <u>Togo</u> by Robert J. Blake</li> </ul> <b>TALK STRUCTURES FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Talking Chips</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Sticky notes</li> <li>• Tokens</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Preview <u>Togo</u> and use sticky notes to mark pages on which you will model making, revising, and confirming predictions or ask prediction questions.</li> <li>• You may continue to help students monitor their comprehension, but this is not the focus of this lesson.</li> <li>• After reading, help students use higher-level thinking by engaging them in an extended discussion about the text; you may use the suggested questions in the lesson routine or others of your choice.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Today we're going to read our last book in this unit. It's another book that tells a story by describing a <b>sequence</b> of events. Our new book, <u>Togo</u>, is based on a true story. The author researched what happened in real life to a man and his team of sled dogs. The author imagined what it was like for the <i>characters</i> and wrote a story of their adventure. The main purpose of this lesson is to make and confirm predictions and then to discuss the story. I <i>predict</i> that we will all enjoy this story."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "In our last book, we practiced making and confirming predictions. When we think about what might come next in a story, it helps us to organize what is happening in the story in our minds, and it helps us highlight information that seems important in the story. These are really good strategies to help us understand what we are reading."</p> <p><b>Read the first page of <u>Togo</u>, and then pause to make a prediction. You could say:</b>          "It sounds like Togo won't want to live with his new owner. I bet she will bring Togo back to Seppala. Let's keep reading to see if my prediction is correct..."</p> <p><b>Read through the next page of text and review your previous prediction. You could say:</b>          "It looks like my first prediction was not quite correct. I thought that the woman would bring Togo back, but Togo ran away and found his way back to Seppala. Based on the information I have about Togo so far, I am going to predict that because Togo is so headstrong, he wants to be a sled dog."</p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Read through the page that describes the events of January 30, 1925. You could say:</b>  “Do you think that Togo and the team will make it to Nome? Why or why not? Turn to a partner and take turns making a prediction about what will happen next; explain your thinking.” <b>(allow talk time; you might have students share ideas with the class)</b></p> <p><b>Read through the page where Seppala and the team find out they have to take the serum back to Golovin. You could say:</b>  “After so much traveling, Seppala and his dogs must be so tired. Do you think they can make the ninety-mile trip back to Golovin? Why? Turn to a partner and make a prediction about what will happen next and why.” <b>(allow talk time; you might have students share ideas with the class)</b></p> <p><b>At the end of the book, have students turn to a partner and discuss if their predictions were correct or if anything surprised them in the book. For example, were they surprised that Togo and his team did not bring the serum all the way into Nome?</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into small groups of 3–4 and distribute tokens (talking chips). Explain the procedure for the discussion. You could say:</b>  “That was an inspiring story about the brave actions of some people and animals to help get medicine to a city in danger. It is difficult for us to imagine that there was a time when the only way to get medicine to people who needed it was by dog sled. In your groups today, you will take turns discussing some questions about the story. Each of you has a ‘talking chip.’ After you take a turn, put your chip in front of you, in the center of your group; you can’t take a turn again until all your friends have talked and put their chips in the center. Then you can take your tokens and start again. Everyone in your group should get several turns to share.”</p> <p><b>Pose the following questions one at a time to students.</b></p> <ul style="list-style-type: none"> <li>• Why do you think Togo was such a special dog that he was able to do things that other sled dogs couldn’t do?</li> <li>• Can you think of a time when something was really difficult and you wanted to give up, but you were able to keep trying?</li> <li>• In the author’s note at the end of the story, it says that Togo was unable to pull a sled again after that difficult journey. Do you think Seppala did the right thing by running Togo and the dogs so hard to get the medicine to Nome to save lives? Why or why not?</li> </ul> <p><b>As time allows, ask students to share their thinking with the whole group.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “That was a really interesting discussion about Togo and the important journey made by him and his team. When we make predictions and participate in serious discussions about books, it helps us to gain a greater understanding of the story and the point of view of the author. Let’s review what we’ve been doing in our lessons to help understand the stories...</p> <ol style="list-style-type: none"> <li>1) Making and confirming predictions</li> <li>2) Stopping when something is confusing and using fix-up strategies</li> <li>3) Participating in group discussions about stories</li> </ol> <p>I will be watching for you to use these strategies when you are reading, and I hope you will use them when you read outside of class. Teach these strategies to your families so you can use them at home when you read. You are becoming terrific readers!”</p>




LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	TEXT MAPPING LESSON 18
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify similarities and differences across the main story elements of two or more stories.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Chicken Sunday</u> by Patricia Polacco</li> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> <li><u>Togo</u> by Robert J. Blake</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #18</li> <li>Student Journal Lesson #18</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>Project the chart from Teacher Journal Lesson #18 or transfer a copy of the chart onto a large piece of chart paper. A suggested answer key is provided for you.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<div style="border: 1px dashed gray; padding: 5px; text-align: center; margin-bottom: 10px;"> <b>START THE LESSON WITH WRAP SET #7: SOLEMN, CEREMONY, CONCLUSION, ASSOCIATE</b> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "Comparing is something we do in activities just about every day. We compare things in our lives. We compare yesterday's weather to today's weather. We compare toys we get for our birthdays. Today we have a fun activity where we're going to compare the story elements from all of our books. When we compare story elements, we think critically about the elements from each of the stories. For example, we might think about why one story's <i>setting</i> is important to the story and why in another story the <i>setting</i> may have little importance. We want to understand our books so we can share them with other people."</p>	
<b>I Do</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p> <p><b>Display Teacher Journal Lesson #18 and fill in ideas as you think aloud (there is a completed chart on p. 2). You could say:</b>          "Today we're going to use this chart to help us organize and compare story elements from our books. Let's take a look at the story element of <i>character</i>. Here we have <i>characters</i> from our three books—Henry Chu from <u>Henry &amp; the Kite Dragon</u>, the three children from <u>Chicken Sunday</u>, and Togo from <u>Togo</u>. First, I'm going to list the <i>characteristics</i> of all three.</p> <ul style="list-style-type: none"> <li>Henry makes beautiful kites to fly; he is very protective of his kites. He works with Mr. Chin and his friends to make the kites, and he has to be persistent when Tony keeps destroying his kites.</li> <li>Patricia, Stewart, and Winston are also persistent in their effort to get a hat for Ms. Eula; they have to work together to make the beautiful eggs to sell.</li> <li>Togo is much different. Being a dog, he has to be persistent to get through the snow. He's very protective of his team and has to work together with his team to reach his <i>goal</i>.</li> </ul>	

	<p>“Now, let’s look at their <i>goals</i>. Henry’s <i>goal</i> was to fly kites, the children’s <i>goal</i> was to buy a hat for Ms. Eula, and Togo’s <i>goal</i> was to help his team get the serum to Nome. One way the <i>goals</i> are <i>similar</i> is that they all wanted to do something good; Henry to fly beautiful kites for people to watch, the children to buy Ms. Eula a hat, and Togo to get the medicine to Nome. One way the <i>goals</i> were <i>different</i> is the motivation for the <i>goals</i>. Henry wanted to fly kites for enjoyment. The children wanted to show Ms. Eula how much they loved her, and for Togo, it was an emergency to save peoples’ lives.”</p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  “Now I want you to help me think of ways these <i>characters</i> are similar. Even though they don’t seem similar at first, we can find similarities when we look deeper. How is Henry similar to Patricia, Stewart, and Winston? One way they are similar is that they are all children. What other similarities are there? <b>(pause for students to share ideas)</b> That’s a good one. They all make beautiful things with the help of others. Ooh, I think I found a similarity between Togo, Henry, and the three children... They all have to work with others to accomplish a <i>goal</i>. They also have to be very persistent. Now let’s think about how these <i>characters</i> are different...”</p> <p><b>Continue filling out the chart with students, discussing more similarities and differences for the <i>characters’ goals</i>.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #18. You could say:</b>  “You have a student journal for this lesson. Your job is to think about other <i>characters</i> from the stories and discuss them with a partner. Use the chart to help you organize your thoughts about the <i>characters</i>. Then write your answers to the questions in sentences.”</p> <p><b>Circulate the room to support students as they compare and contrast the <i>characters</i>.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “We used a chart to help us organize the information about <i>characters</i> from our books. Who wants to share a similarity or difference they found between Mr. Chin, Miss Eula, and Seppala? <b>(allow time for students to briefly share ideas)</b> Comparing story elements between books helps us to think about the elements in more detail. When you are reading, think about how some of the story elements in your book—the <i>characters, setting, goals, attempts</i> and <i>outcomes</i>—are similar to and different from the elements in other books you’ve read. It really helps you to think deeply about so many interesting elements in the stories. I’m proud of how hard you worked today!”</p>

Book	Character Description	Goal
<p><u>Henry and the Kite Dragon</u></p> 	<p><b>*Henry Chu</b></p>	
<p><u>Chicken Sunday</u></p> 	<p><b>*Patricia, Stewart, and Winston</b></p>	
<p><u>Togo</u></p> 	<p><b>*Togo</b></p>	

**Similarities:**

**Differences:**

<b>Book</b>	<b>Character Description</b>	<b>Goal</b>
<p><u>Henry and the Kite Dragon</u></p> 	<p><b>*Henry Chu</b></p> <p>Made beautiful kites to fly</p> <p>Very protective of his kites</p> <p>Worked with Mr. Chin and his friends</p> <p>Had to be persistent</p>	<p>To fly kites</p>
<p><u>Chicken Sunday</u></p> 	<p><b>*Patricia, Stewart, and Winston</b></p> <p>Had to be persistent</p> <p>Made beautiful eggs to sell</p> <p>Worked together to make the eggs</p>	<p>To buy Ms. Eula an Easter hat</p>
<p><u>Togo</u></p> 	<p><b>*Togo</b></p> <p>Had to be persistent</p> <p>Worked together with dogs, Seppala</p> <p>Very protective of his team</p>	<p>To get the serum to Nome</p>

**Similarities:** Made beautiful things to help people; worked together; persistence; very protective

**Differences:** Henry made kites, children made eggs; children vs. dog; settings—NYC, Alaska



**Directions:** Think about the following characters from our stories. First, use the chart to help you organize your thoughts. Then, write a sentence that describes each character. Finally, tell how the three characters are similar and how they are different.

Book/Character	Character Description
<u>Henry and the Kite Dragon</u> *Mr. Chin	
<u>Chicken Sunday</u> *Ms. Eula	
<u>Togo</u> *Seppala	

1. Describe Mr. Chin. \_\_\_\_\_

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2. Describe Miss Eula. \_\_\_\_\_

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3. Describe Seppala. \_\_\_\_\_

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4. Tell how the characters are *similar*. \_\_\_\_\_

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5. Tell how the characters are *different*. \_\_\_\_\_

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LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION LESSON 19
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Identify the purpose of a text, why the author may have made certain choices, and whether the information provided by the author is adequate to understand the author's purpose or to explain a <i>character</i>.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Selected by teacher</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Togo</u> by Robert J. Blake</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Discussion questions for Lesson #19</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> You may wish to cut out the discussion question cards prior to the lesson.</li> <li>For this lesson, you will read the first part of the story and highlight only the key parts in the remainder to allow plenty of time for discussion.</li> <li>Students will work in small groups to answer discussion questions about the author's purpose. Each group will work on a different question and then report their discussion to the class. You may project the discussion questions for students or pass out one card to each small group. If you prefer, you can discuss the questions as a whole class.</li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>          "What if I told you that I wouldn't see you for three days? Would you know where I would be? No! I didn't give you enough information. What if I talked on and on for an hour about having to go to the dentist and exactly what he was going to do? Would you be interested? No! That's too much information. Authors have reasons for leaving out some details in a story and including other details. They also have a <i>purpose</i> for what they write. They want to make us interested in their story so we will keep reading. The purpose of today's lesson is to discuss the author's purpose for writing a story and what the author does or doesn't include. This will help us understand the story even better."</p>	
<b>I DO</b>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>You could say:</b>          "In this book there is an epilogue. <b>(show the last page)</b> An epilogue gives the reader more information about what happens after a story ends. In this epilogue, the author explains his purpose for writing this story. He says that Togo ran over 350 miles to get the medicine to Nome, but another dog became famous because he was the last dog to arrive in Nome with the serum. The author says that a lot of people in Alaska don't think Togo has received the credit he deserves for his part in getting the serum to the dog team that made the last lap. So his purpose for telling Togo's story was to spread the story of the bravery of Togo and his team. As we go through the book again, let's think about the author's purpose and why he put in certain details about Togo and his journey."</p> <p><b>Read the first eight pages, up to where Seppala moves Togo to the lead position. You could say:</b>          "In this part of the story, the author tells us about an episode that happened when Togo was 8 months old. It is a small story that gives us a preview of Togo's bravery. I think the author's purpose for telling us about Togo leading the team back to the trail is to show us that even at a young age, Togo was doing things that older, more experienced dogs did. It is more evidence that Togo was a very special sled dog."</p>	

<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Turn through the next few pages and discuss the information the author includes.</b>  <b>You could say:</b>          “On the next page, the author describes Togo and then tells about all the races he won. Put your thumb up if you think this is important information for the author’s purpose... Then on the next page, the word comes that diphtheria could kill many people, and the serum is 300 miles away. Talk with your group about why you think the author included details about how long it takes to get places in Alaska during the winter. <b>(allow a short discussion with reports back to the class)</b></p> <p>“So the team set off and the dogs made good time even though the weather was getting worse. They kept going even though the dogs were very tired. They battled the wind and broken-up ice and needed a rest. Discuss with your group why you think it is important for the author to include details about how tired the dogs were. <b>(allow a short discussion with reports back to the class)</b></p> <p>“Even though the dogs were exhausted and they had many difficulties, Seppala and Togo took the serum back to Golovin Village so that another fresh dog sled team could take the serum to Nome. Togo had given so much that he never raced again. What an incredible story!”</p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display the discussion questions for Lesson #19 or distribute the cards. You could say:</b>          “Each of the groups has one question from <u>Togo</u> to discuss. Work together to discuss your assigned question. Make sure that everyone gets a chance to talk at least twice. You’ll have [five] minutes to discuss your question, and then one person from your group will tell the class what you discussed.”  <b>As time allows, ask groups to share with the class and invite comments from others.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Who can summarize the author’s purpose for writing <u>Togo</u>? <b>(pause for response)</b> Now vote with your thumb up if you think the author included just the right number of details; thumb down for too many or too few details... Remember your purpose when you’re writing or telling a story and put in just the right amount of details. It’s important to keep your readers and listeners interested!”</p>

# Discussion Questions

## Fiction – Lesson 19



**Directions:** Project this page so students can see the questions, or cut out the questions and distribute them to small groups for discussion.

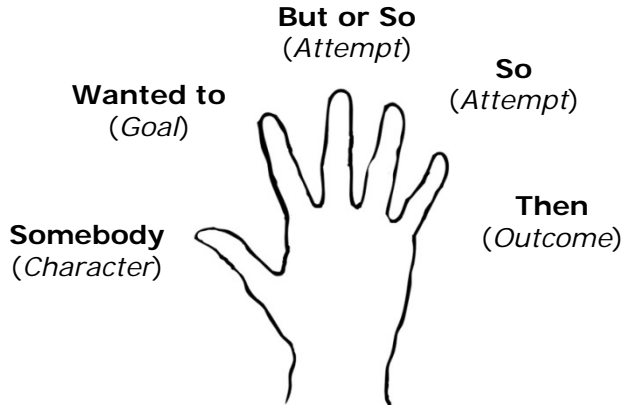
<p>1. Discuss how Togo became part of the dogsled team when he was young and how the author lets you know that he was a very special dog from the beginning.</p>	<p>2. Why do you think the author included the statement below?</p> <p><i>"Togo was very strong. He had a perfect sense of direction and always tried to travel in a straight line."</i></p>
<p>3. Why would it be important for the author to describe the weather during the serum run? Was there too much, not enough, or just the right amount of information?</p>	<p>4. Discuss the kind of owner Seppala was. Did the author's descriptions of Seppala help readers understand the purpose for writing the story? Why or why not?</p>
<p>5. Discuss how the author used the difficulty of the trip to help readers understand the purpose for writing the story.</p>	<p>6. Discuss the author's purpose for writing the story. Do you think the author was successful in his purpose? In what ways?</p>

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 20
<p><b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.</p>		
<p><b>TEACHING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>After independently reading a book, use a combination of writing and drawing to recount the text with appropriate facts.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>Engaging Readers</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>Teacher's Bookshelf books</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Teacher Journal Lesson #20</li> <li>Student Journal Lesson #20</li> </ul>	
<p align="center"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>This lesson is designed to give students the opportunity to engage with one or several texts that they select because they find the content interesting. The goals are for all students to read with a purpose and to be engaged in reading, talking with a partner, and writing in their journals for the entire 30-minute session. <ul style="list-style-type: none"> <li>Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (e.g., library book, chapter book), they may use this book for the Read to Know lessons.</li> <li>You may wish to display the list of Read to Know expectations from the last page of Teacher Journal Lesson #20 to review the Read to Know procedure.</li> </ul> </li> </ul>		
<p align="center"><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<div style="border: 1px dashed gray; padding: 5px; text-align: center;"> <p><b>START THE LESSON WITH WRAP SET #8: SOLEMN, CEREMONY, CONCLUSION, ASSOCIATE</b></p> </div> <p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Have you ever noticed that many stories are told in <b>sequence</b>? For example, a <i>character</i> wants to achieve a <i>goal</i> and makes an <i>attempt</i>, but that <i>attempt</i> doesn't work, so she starts over. That is a <b>sequence</b> of events. When you understand the <b>sequence</b>, you understand the story better. The purpose of today's lesson is to give you time to read a book that you're interested in. You will read for 15 minutes. While you read, you should look for the <b>sequences</b> in your story."</p>	
<p><b>I Do/ WE DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in I DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, insuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Display Teacher Journal Lesson #20. You could say:</b>  "We've been talking about cycles and <b>sequences</b> in our books. I want to show you another way that you can record the <b>sequence</b> of events in a story. Your student journal looks like this. <b>(point to teacher journal)</b> You'll see a small hand that says 'Somebody... Wanted... But or So... So... Then.' This is a handy visual for you to remember the five important elements of a story, and it describes a cycle of how a <i>character attempts</i> to obtain a <i>goal</i>."</p>	

	<p><b>Fill in the chart on p. 1 of the teacher journal as you think aloud, or show the complete chart on p. 2. You could say:</b>          “For example, in <i>Chicken Sunday</i>, <i>somebody</i>—the children (<b>characters</b>)—<i>wanted</i> to buy Miss Eula a hat, (<b>goal</b>) <i>but</i> Mr. Kodinski didn’t have any work, (<b>attempt</b>) <i>so</i> they made eggs to sell (<b>attempt</b>). <i>Then</i> Mr. Kodinski saw what good children they were and gave them Miss Eula’s hat (<b>outcome</b>). A <b>sequence</b> in the story has a <i>goal</i>, an <i>attempt</i> and an <i>outcome</i>. While you’re reading your book, find a <b>sequence</b> like this in your story so you can record it in your student journal.</p> <p>“Remember, here are the steps in today’s lesson...</p> <ul style="list-style-type: none"> <li>• Choose a fiction book that you think looks interesting and is just right for you to read by yourself.</li> <li>• Read quietly for about 15 minutes.</li> <li>• As you read, think about the <b>sequence</b> ‘Somebody...Wanted...But or So...So...Then...’”</li> </ul> <p><b>Allow students to choose books and read independently for 15 minutes. Circulate among students to assist them with book choices or making notes about sequence.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Distribute Student Journal Lesson #20. You could say:</b>          “Now that you’ve read your book, write about a <b>sequence</b> from the story. First, write the title on your journal page. Next, fill in the chart using writing and/or drawing to remind you of the story elements. Then, share your <b>sequence</b> with your partner. Remember, your partner doesn’t know anything about your book, so you’ll need to tell them enough details so they’ll understand the <b>sequence</b> from your book.”</p> <p><b>Circulate the room to support students as they chart the sequences from their books.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today you read with a purpose—to find a <b>sequence</b> in your story. Help me order a <b>sequence</b> in a story... <i>A character, a goal, an attempt, and an outcome!</i> One way that we can understand stories better is to find the <b>sequence</b> of the story elements. Finding story elements in a story makes helps us know what happened and better understand what we read. This makes us better readers. As you are reading a book you enjoy or watching a movie, look for the <b>sequence!</b>”</p>

# Teacher Journal

## Fiction – Lesson 20

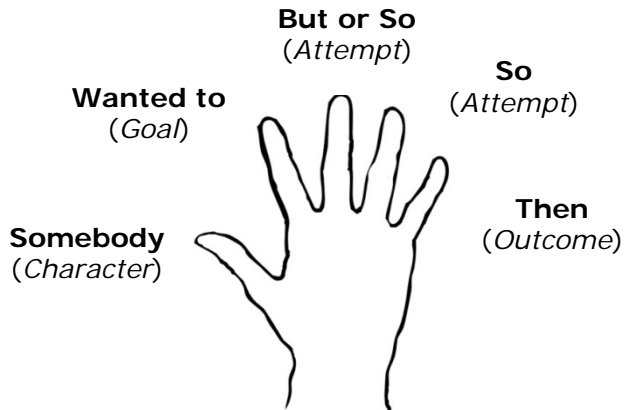


**Title:** Chicken Sunday

Somebody <i>(Character)</i>	
Wanted to <i>(Goal)</i>	
But or So <i>(Attempt)</i>	
So <i>(Attempt)</i>	
Then <i>(Outcome)</i>	

# Teacher Journal

## Fiction – Lesson 20



**Title:** Chicken Sunday

Somebody (Character)	Stewart, Winston, Patricia
Wanted to (Goal)	To buy Miss Eula a hat
But or So (Attempt)	They asked Mr. Kodinski for work but he didn't have anything for them to do.
So (Attempt)	They made eggs to sell to the customers in the hat shop.
Then (Outcome)	Mr. Kodinski gave them a hat for Miss Eula.



## Read to Know Expectations

### Looks like:

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

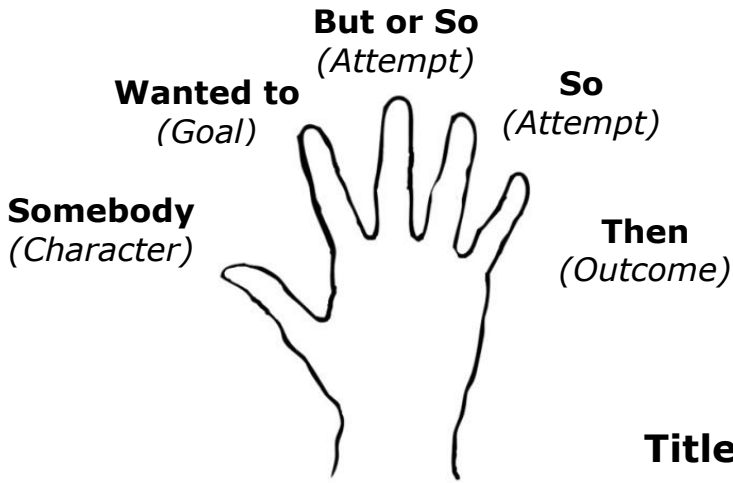
### Sounds like:

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question



# Student Journal

## Fiction – Lesson 20



**Title:** \_\_\_\_\_

<b>Somebody (Character)</b>	
<b>Wanted to (Goal)</b>	
<b>But or So (Attempt)</b>	
<b>So (Attempt)</b>	
<b>Then (Outcome)</b>	





## WEEKLY LESSON PLANNER

### FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessments
<b>Lesson Type</b>	Read to Know	SMWYK	SMWYK	SMWYK
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Exhibit sustained attention to and engagement in reading activities.</li> <li>After independently reading a book, use a combination of writing and drawing to recount the text with appropriate facts.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>	<ul style="list-style-type: none"> <li>Administer the Show Me What You Know assessment to project-selected students.</li> <li>Use the assessment results to identify objectives to be retaught or reinforced in the Stretch and Review lessons in Week 7.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Document camera or interactive whiteboard </li> <li>Teacher's Bookshelf books </li> <li>Lined paper (1 per student)</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>	<ul style="list-style-type: none"> <li>None recommended</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #21</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>SMWYK Teacher Instructions</li> <li>SMWYK Assessment Booklets (6)</li> <li>SMWYK Classroom Summary Sheet</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	READ TO KNOW LESSON 21
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>• Exhibit sustained attention to and engagement in reading activities.</li> <li>• After independently reading a book, use a combination of writing and drawing to recount the text with appropriate facts.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>• Engaging Readers</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Round Robin</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Document camera or interactive whiteboard</li> <li>• Teacher's Bookshelf books</li> <li>• Lined paper (1 per student)</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>• Teacher Journal Lesson #21</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> Gather your Teacher's Bookshelf books and lay them out in the room so students can browse and select books.</li> <li>• This lesson is specially designed to give students the opportunity to engage with narrative texts that they select because they find the content interesting. The <i>goals</i> are for all students to read with a purpose and to be engaged in reading, talking with a partner, and writing in their journals for the entire 30-minute session. <ul style="list-style-type: none"> <li>○ Allow students to select the narrative text(s) they want to read; provide them autonomy in their decisions. If students are already reading a narrative book (e.g., library book, chapter book), they may use this book for the Read to Know lessons.</li> <li>○ If students still need to review the Read to Know expectations, you may display p. 3 of Teacher Journal Lesson #20 as students are selecting their books.</li> </ul> </li> <li>• For this lesson, students will write about the <i>goals</i> and <i>attempts of characters</i> from their books. <ul style="list-style-type: none"> <li>○ Use the completed second page of the teacher journal as a model of this activity.</li> <li>○ Display the directions from page one for students to follow as they complete the activity.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example, state the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Think about the last time you had a <i>goal</i> you wanted to achieve. Once you had your <i>goal</i>, what did you do about it? I'll bet you took actions to reach your <i>goal</i>. That's what <i>characters</i> in a story do, too. They have <i>goals</i>, and they <i>attempt</i> to reach their <i>goals</i>. Sometimes it takes multiple <i>attempts</i> to reach their <i>goals</i>. The purpose of today's lesson is to identify the <i>attempts</i> that a <i>character</i> makes to reach his or her <i>goal</i>. As you read a book of your choice, I want you to be thinking about the <i>goals</i> of the <i>characters</i> in your book and what <i>attempts</i> they made to reach their <i>goals</i>. When you understand a lot about your <i>character</i>, it helps you understand the story."</p>	

<p><b>I Do/ WE DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples of the skill or concept students will practice in I DO. Show a completed sample if appropriate. Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>You could say:</b>  “Here are the steps we’ll follow in this lesson...”</p> <ol style="list-style-type: none"> <li>1. Choose a book that looks interesting to you.</li> <li>2. Read by yourself for about 15 minutes.</li> <li>3. As you read, think about the task you need to complete—you will choose <i>characters</i> in your story and tell us what <i>attempts</i> they made to reach their <i>goals</i>.</li> <li>4. Then think like an author and rewrite an <i>attempt</i> the <i>characters</i> made. Tell us another way the <i>characters</i> could have <i>attempted</i> to reach their <i>goals</i>. Be creative!”</li> </ol> <p><b>Display p. 2 of Teacher Journal Lesson #21. You could say:</b>  “Let me show you what this might look like. I chose <u>Chicken Sunday</u> to write about. On my paper, I wrote the title and the three <i>characters</i>. Then I wrote their <i>attempts</i>. They <i>attempted</i> to reach their <i>goal</i> to buy the hat for Ms. Eula by asking for work at Mr. Kodinski’s store. Then they made eggs to sell at this shop. Next, I thought about another way the <i>characters</i> might have tried to get what they wanted. For example, the children in <u>Chicken Sunday</u> might have tried to sell fried chicken on Sundays to make the money they needed to get Ms. Eula’s hat.”</p> <p><b>Allow students to choose books and read independently for 15 minutes. Circulate among students to assist them with book choices or making notes about <i>characters’ attempts</i>.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Display p.1 of Teacher Journal Lesson #21 and pass out lined paper, if needed. You could say:</b>  “Now take out a blank piece of paper. Write the name of the main <i>characters</i> in your book. Then write down how they <i>attempted</i> to reach their <i>goal</i>. Next, try to think of a different <i>attempt</i> that your <i>character</i> could have made to reach the <i>goal</i>. If you were the author what would you have made the <i>character</i> do? After you finish, tell your partner about what you wrote.”</p> <p><b>If time allows, select students to share their ideas for new <i>attempts</i> with the whole class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>  “When an author plans to write a book, he or she must think about all of the story elements and what they will be in their story. I like to read about funny <i>attempts</i> when the <i>character</i> does something silly that we know won’t really work, like in the Amelia Bedelia books. Tell your partner what kind of <i>attempts</i> you really like... When we understand what <i>characters</i> in a story are trying to do, we really appreciate the story more. I hope that when you write your own stories, you will include several interesting <i>attempts</i>.”</p>

**Name of the book:**

**Character or characters:**



Describe the *attempt* the *character* made to reach a *goal* in the book.



New attempt! My idea for how the character/s might have attempted to reach their goal.

**Name of the book:** Chicken Sunday

**Character or characters:** Stewart, Winston, Patricia



Describe the *attempt* the *character* made to reach a *goal* in the book.

They tried to get work at Mr. Kodinski's shop; they made eggs to sell at his hat shop.



New attempt! My idea for how the character/s might have attempted to reach their goal.

They could have sold fried chicken on Sundays to get the money for Miss Eula's hat.



## Read to Know Expectations

### Looks like:

- Choosing a book that I want to read
- Selecting a place in the room where I would like to read
- Reading a book on my own
- Thinking about what I am reading
- Asking questions as I read

### Sounds like:

- Silent reading or whisper reading
- Pencils writing if I need to keep track of my thinking or write down a question

# LARRC

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SMWYK: These materials not available for download.





## WEEKLY LESSON PLANNER

### FICTION

Week 7	Lesson 22	Lesson 23	Lesson 24
<b>Lesson Type</b>	<b>Stretch and Review</b>	<b>Stretch and Review</b>	<b>Close</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative including all story elements and at least two embedded complete episodes.</li> </ul>
<b>Lesson Texts</b>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher</li> </ul>	<ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul>

### Materials

<b>Lesson Materials You Provide</b>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Selected by teacher </li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard </li> <li>Writing and drawing utensils</li> <li>Blank paper</li> <li>Model of completed book page </li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>You could reuse any materials provided for the unit. </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Student books for Lesson #24</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 22
<p><b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.</p>		
<p><b>Teaching Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>• <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<p><b>I DO</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	

<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b>
<b>CLOSE</b>	<b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b>

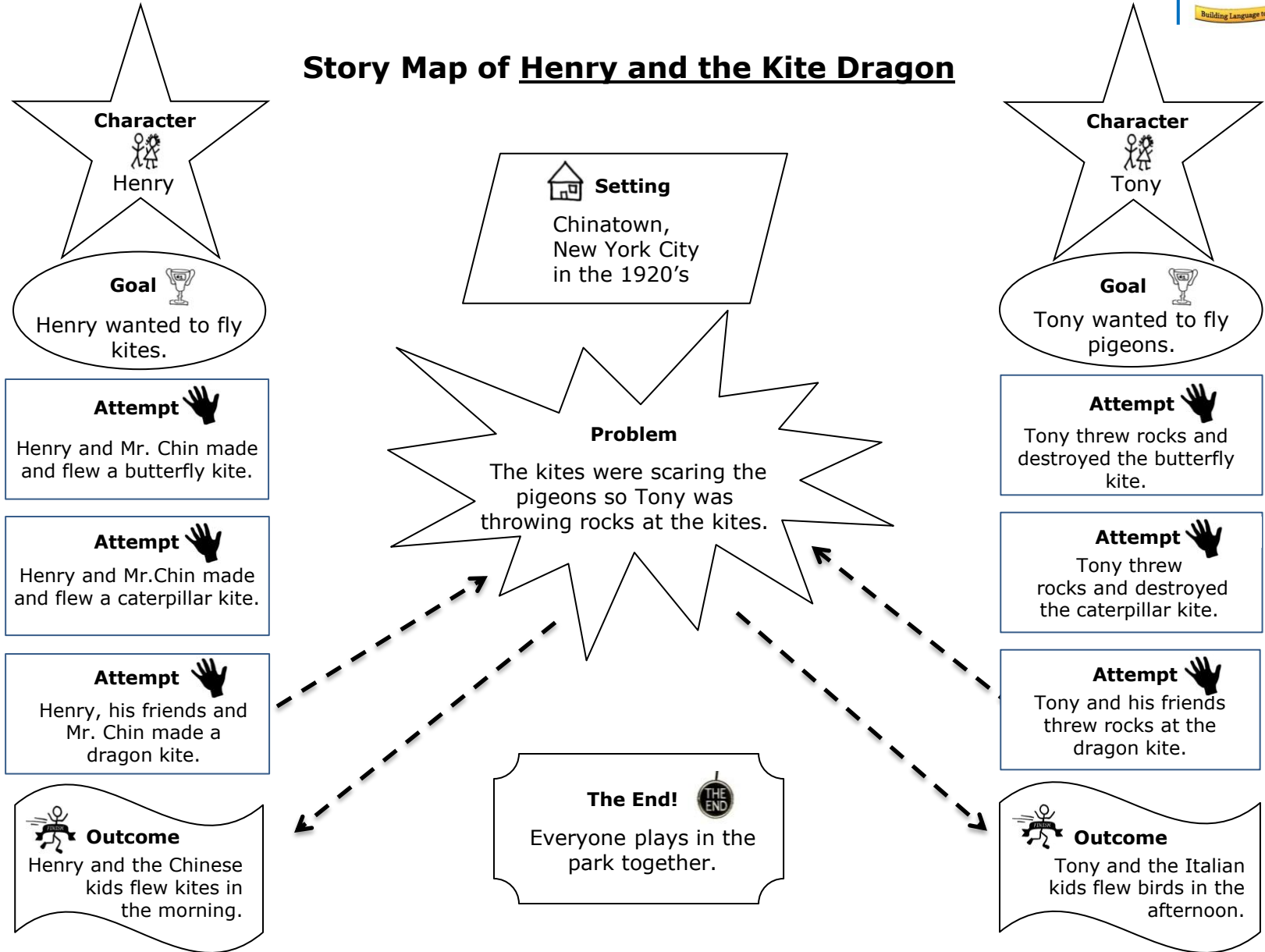
LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 23
<p><b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.</p>		
<p><b>Teaching Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments to plan review lessons for objectives that need to be retaught or reinforced.</li> <li>• Use results of the SMWYK assessments to plan stretch lessons for students who have mastered the teaching objectives.</li> </ul>		
<p><b>TEACHING TECHNIQUE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <ul style="list-style-type: none"> <li>• You could reuse any materials provided for the unit</li> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>○ <b>Before the lesson...</b> <ul style="list-style-type: none"> <li>○ Use the results from the Show Me What You Know assessments to plan this lesson. Reference your classroom summary sheet from the assessments to help determine the areas to review or expand upon during this lesson.</li> <li>○ For the lesson text, you may select from texts provided for the unit or select new texts.</li> <li>○ Write your own lesson plan by filling in each section below.</li> </ul> </li> </ul>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<p><b>Engage student's interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p>	
<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in YOU DO. Show a completed sample if appropriate.</b></p>	

<b>WE DO</b>	<b>Provide guided practice, feedback, and support, insuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b>
<b>YOU DO</b>	<b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b>
<b>CLOSE</b>	<b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b>

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	CLOSE LESSON 24
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>TEACHING OBJECTIVE:</b>		
<ul style="list-style-type: none"> <li>Retell a narrative including all story elements and at least two embedded complete episodes.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXT:</b> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Chart paper, document camera, or interactive whiteboard</li> <li>Writing and drawing utensils</li> <li>Blank paper</li> <li>Model of completed book page</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #24</li> <li>Student books for Lesson #24</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> The Close lesson is designed to take 60 minutes but may run longer depending on students' engagement with the project. Preplanning will help you structure the lesson so that students get the maximum time to make their books. You could break this lesson into two sessions, if needed. <ul style="list-style-type: none"> <li>Write and illustrate a model of a student book page to share with students. Write and draw a different <i>outcome</i> for <u>Henry and the Kite Dragon</u> (see the I Do section).</li> </ul> </li> <li>For the Close project, students will create their own versions of <u>Henry and the Kite Dragon</u> with alternate <i>outcomes</i>. <ul style="list-style-type: none"> <li>One student book is provided for each pair of students.</li> <li>Directions for completing the books are provided on p. 3 of the teacher journal.</li> <li>The books are three pages printed on both sides; it will be easier to wait until the pages are written and illustrated before folding and fastening the pages together.</li> <li>Students with writing challenges can illustrate the pages and use the story element shapes as a reminder of the content of the page when orally retelling the story; you could also pair students who are strong writers with students whose illustrating skills are strong.</li> </ul> </li> <li>If you'd rather make a classroom book, you can provide larger pieces of paper and assign a group to write and illustrate each page in the class book.</li> <li>Before students create their books, review <u>Henry and the Kite Dragon</u> and provide guidance. <ul style="list-style-type: none"> <li>During the I Do routine, review the story using the story map in the teacher journal.</li> <li>The story element shapes from the story map are also located in the student books. The shapes will help students' remember the important story elements when they write their books.</li> <li>During the We Do routine, help students generate a bank of alternate <i>outcomes</i> to use in their books.</li> </ul> </li> </ul>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<p><b>Engage students' interest; activate their background knowledge on the skill or concept you will teach by providing an example. State the purpose of the lesson and why it's important for listening or reading comprehension.</b></p> <p><b>You could say:</b>  "Today is the last lesson in the Fiction unit. The purpose of our lesson today is to put all of what we've learned together to write our own version of <u>Henry and the Kite Dragon</u> with a different <i>outcome</i>. Have you ever read 'Choose Your Own Adventure' books? In those books, you can choose another ending to the story. That's exactly what you're going to do today. You and a partner will create a version of <u>Henry and the Kite Dragon</u> with an alternate <i>outcome</i> that you choose! When you can create a new <i>outcome</i> for a story, it shows that you really understand the story."</p>	






<p><b>I Do</b></p>	<p><b>Teach main concept or skill using clear explanations and/or steps. Model two examples for the skill or concept students will practice in I DO. Show a completed sample if appropriate.</b></p> <p><b>Show the story map from the teacher journal to review <u>Henry and the Kite Dragon</u>. Then model developing an alternate <i>outcome</i>. You could say:</b>          “I’m going to use the story map to help us review <u>Henry and the Kite Dragon</u>. Listen to my retelling...</p> <p>“This story takes place in Chinatown in New York City during the 1920’s. Henry and his friends were a group of Chinese kids who had a <i>goal</i> of making and flying kites. However, Tony and his friends, the Italian kids, had a <i>goal</i> of flying their pigeons. The big problem was that the kites were scaring the pigeons, so Tony and his friends destroyed three of the kites that Henry and his friends made. At the end of the story, both groups of kids found a way to compromise and make everyone happy. The Chinese kids flew kites in the morning, and the Italian kids flew pigeons in the afternoon.”</p> <p><b>Display p. 2 of the teacher journal. You could say:</b>          “I’m going to think of another way the <i>characters</i> could have met their <i>goals</i>. For example, they could have chosen to fly kites and pigeons on different days. The Chinese kids could fly kites on odd numbered days and the Italian kids could fly pigeons on even numbered days. That’s one way that they could achieve their <i>goal</i>. This is what my book page might look like if I wrote a different <i>outcome</i> to the story. I wrote the story text and drew a picture for the book.” <b>(share your model book page)</b></p>
<p><b>WE DO</b></p>	<p><b>Provide guided practice, feedback, and support, ensuring active participation of all students. Check for understanding, ensuring that students are ready for independent practice before moving to YOU DO.</b></p> <p><b>Work with students to generate alternate <i>outcomes</i> for the story. You could say:</b>          “Let’s talk about more alternate <i>outcomes</i> for <u>Henry and the Kite Dragon</u>. What other ways could both Henry and Tony achieve their <i>goals</i>?”  <b>Accept and shape all viable <i>outcomes</i> that students suggest; add their suggestions to the chart in the teacher journal.</b></p>
<p><b>YOU DO</b></p>	<p><b>Provide at least two opportunities for each student to complete independent practice of the skill or application of the concept. Provide individualized feedback. At the end of YOU DO bring students back together and focus their attention on you before beginning the CLOSE.</b></p> <p><b>Divide students into pairs and distribute materials for the student books. You could say:</b>          “With your partner, decide what your book pages will look like and what to write on the pages. Decide which alternative <i>outcome</i> you want for your book. Scratch paper is available for you to practice what to write before you write on the book pages. You’ll want to illustrate your pages as well. You can divide the writing and illustrating duties however you choose. When you’re finished, we’ll have a book sharing.”  <b>Circulate the room to help students organize and execute their projects.</b></p> <p><b>As time allows, have volunteers share their books with the whole class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, suggest how they could apply them in other activities or contexts, and bring the lesson to an orderly close.</b></p> <p><b>You could say:</b>          “Today you wrote another <i>outcome</i> to a fiction story. You brainstormed possible <i>outcomes</i> to <i>characters’ attempts</i> and then you wrote and illustrated an entire book. When you can revise a story you already know by changing parts of it, like the <i>outcome</i>, you show that you really understand the story! You can use your storytelling ability in discussions with your friends and family and in your writing. I know that you wrote awesome stories. Let’s keep them in our classroom library to share with each other!”</p>

## Story Map of Henry and the Kite Dragon





# Alternate Outcomes for Henry and the Kite Dragon

	Plan
 <b>Outcome 1</b>	Henry and Tony decide to fly kites in the morning and fly pigeons in the afternoon.
 <b>Outcome 2</b>	Henry and Tony decide to fly kites on odd numbered days and fly pigeons on even numbered days.
 <b>Outcome 3</b>	
 <b>Outcome 4</b>	
 <b>Outcome 5</b>	
<b>The End</b>	

## **DIRECTIONS FOR MAKING BOOKS:**

1. Each pair of students has a book to write and illustrate. Write your names on the first page under 'Modified and illustrated by.'
2. First, decide the outcome you want for your version of the book.
3. You'll want to write and illustrate each page using the story element as a guide. You can plan on scratch paper if you like.
4. Divide the individual book pages to work on, but talk to each other so your book looks like the same author wrote it.
5. After all of the pages are written and illustrated, you can fold and fasten the pages together using the numbers as a guide.

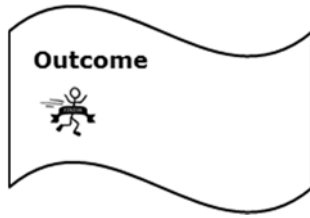
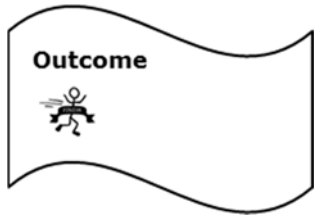


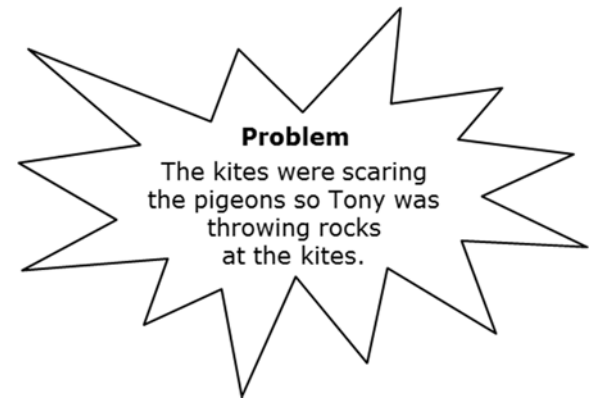
Henry and  
the Kite  
Dragon

by Bruce Edward Hall

***Modified and Illustrated by***







**Attempt** 🖐️

Henry, his friends  
and Mr. Chin made  
a dragon kite.

**Attempt** 🖐️

Tony and his friends  
threw rocks at the  
dragon kite.

**Character**




Tony

**Goal** 🏆

Tony wanted to  
fly pigeons.

**Attempt** 

Henry and Mr. Chin  
made and flew a  
butterfly kite.

**Attempt** 

Tony threw rocks  
and destroyed the  
butterfly kite.

**Attempt** 

Henry and Mr.Chin  
made and flew a  
caterpillar kite.

**Attempt** 

Tony threw rocks  
and destroyed the  
caterpillar kite.





## Unit Resources

- Teacher's Bookshelf
- Word Web
- Unit Vocabulary
- Vocabulary Picture Cards
- WRAP sets



# Teacher's Bookshelf

## Fiction – Grade 3

### **Required Books:**

Chicken Sunday  
by Patricia Polacco  
ISBN-10: 0698116151  
ISBN-13: 978-0698116153

Henry & The Kite Dragon  
by Bruce Edward Hall  
ISBN-10: 0399237275  
ISBN-13: 978-0399237270

Togo  
by Robert J. Blake  
ISBN-10: 0399233814  
ISBN-13: 978-0399233814

### **Optional Books:**

During independent reading, students should have the opportunity to select books from your classroom library that are related to the unit theme. Following is a list of suggested books you can check out from your school or public library to accompany the Fiction unit. The selections vary; some suggestions may be above or below your students' reading level, but they may still explore and engage with the text. Some selections may be out of print but still available at your library.

*Flying Blind*  
by Anna Myers  
ISBN-10: 0802788793  
ISBN-13: 978-0802788795

*Queen Sophie Hartley*  
by Stephanie Greene  
ISBN-10: 0547550219  
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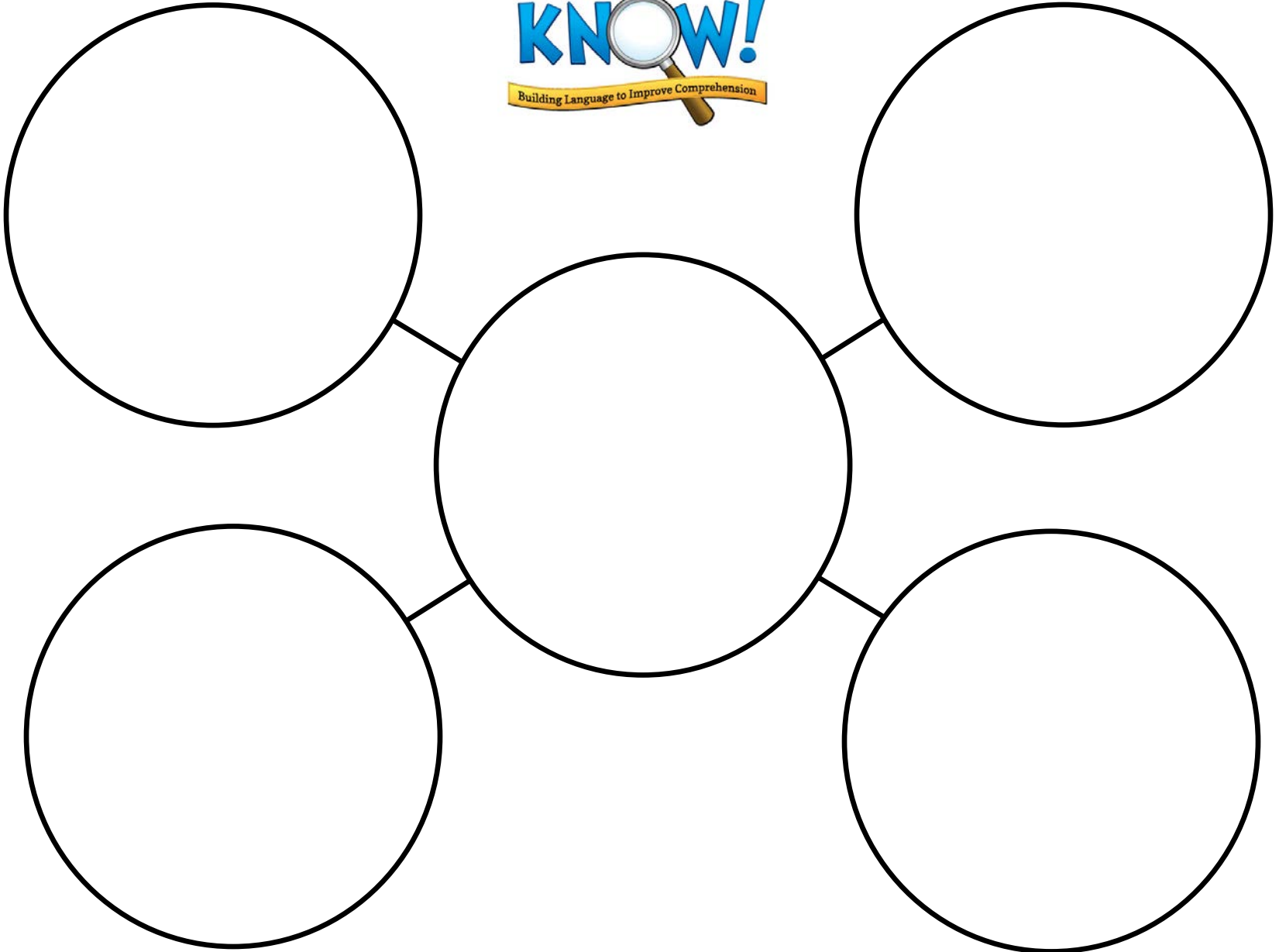
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# Unit Vocabulary

## Fiction – Grade 3

### Spiral

A pattern that winds around in circles



### Sequence

One thing after another



### Plot

The main story of a work of fiction



### Culture

Way of life, ideas, and traditions for a group of people



### Solemn

Very serious



### Ceremony

Special actions, words, or performances to mark an important event



### Conclusion

The end of something



### Associate

Join with



# Spiral

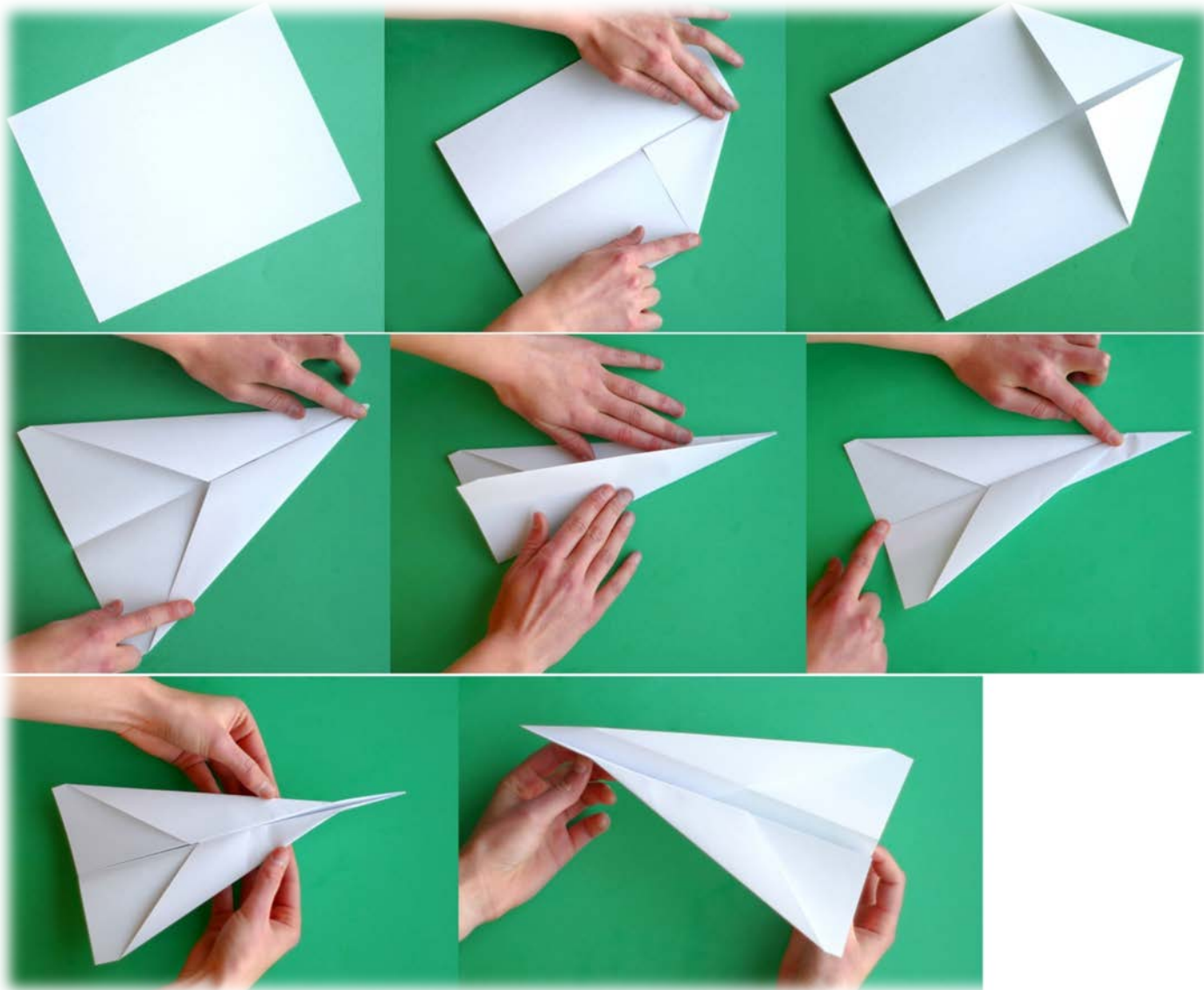




# Spiral

A pattern that winds  
around in circles

# Sequence







# Sequence

One thing after another

# Plot





## Vocabulary Picture Card

Fiction – Word 3 – Plot

# Plot

The main story  
of a work of fiction

# Culture





Vocabulary Picture Card

Fiction – Word 4 – Culture

# Culture

Way of life, ideas, and traditions  
for a group of people

# Solemn





## Vocabulary Picture Card

Fiction – Word 5 – Solemn

# Solemn

Very serious

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# Ceremony







# Ceremony

Special actions, words,  
or performances to mark  
an important event

# Conclusion





# Conclusion

The end of something

# Associate





Vocabulary Picture Card  
Fiction – Word 8 – Associate

# Associate

Join with

Scientists discovered a new galaxy. The planets spiral around in circles like our own Milky Way galaxy.

The author of our mystery book laid out a sequence of events to help us figure out who committed the crime. You had to keep track of how one thing happened after another, or you wouldn't know who the culprit was.

The best books have an interesting plot. This makes the reader want to keep reading so that they can find out what happens in the story.

It is important to learn about other cultures. Knowing the way of life, ideas, and traditions of a group of people helps you to understand them better.



## WRAP Set 1 – Lesson 5

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

We visited the Statue of Liberty this summer. We took the spiral staircase up to the top of the Statue.

The secret code was a sequence of five numbers beginning with 5 and ending with 25. Each number could be divided evenly by five. What was the sequence?

The main plot of the story we are reading in class is about the life of a child who moves to a new city with his parents. The sequence of things that happens to the family during the move is very funny.

I was brought up in a culture that believed in the importance of nature. We believe that you must take care of the environment.





## WRAP Set 2 – Lesson 8

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

Our teacher said that we need a spiral notebook for reading. It's called a spiral because the cover and pages are held together by a wire that is wound around in circles.

My grandmother makes delicious cookies. She says it's important to follow the sequence in her recipes. If you don't follow the steps in order, then the cookies will not turn out as well.

Each of us gets to write and illustrate our own story. One of the first things we have to do is develop the plot.

Our classroom's culture is focused on respecting each other. Our goal is to create a safe learning environment.



## WRAP Set 3 – Lesson 10

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

We blew up the balloon and then let it go. The whooshing air made it spiral up to the ceiling.

In our science class we are going to do an experiment with baking soda and vinegar. If we don't follow the sequence of steps in the instructions, then the experiment will not work.

I really like to read science fiction books about space creatures. I select the books at the library by reading the plot summary on the back of the book.

Today's culture is influenced by the internet. The internet provides information about people's way of life, their ideas and traditions that we can't see in our own community.



## WRAP Set 4 – Lesson 11

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

We picked a very solemn song for the ceremony. We wanted people to understand how serious we were about honoring our school.

Jacob was excited about the award ceremony at his school. The principal was going to recognize students with the best grades.

A veterinarian talked to our class about taking care of pets. At the conclusion of her presentation she asked if we had any questions.

My mother said I should be careful who I associate with. You should choose nice friends.



## WRAP Set 5 – Lesson 14

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

The teacher read the story to our class in a solemn manner. She wanted to capture the serious tone of the author.

The first part of the wedding was the wedding ceremony when the bride and groom said their vows. Then we went to the reception.

First we did the experiment, and then we had to write a conclusion. The conclusion had to describe what we learned by the end of the experiment.

I always associate going to the movies with eating popcorn. I love the popcorn smell when you go into the theatre.





## WRAP Set 6 – Lesson 16

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

I knew something was wrong. My mother wore a very solemn expression on her face.

The opening ceremony for the Olympic Games was spectacular. There were special performances and a parade of all the athletes competing in the games.

The front window of our house was broken when we got home from school. The conclusion was that our neighbor broke it playing baseball because there was a baseball with his name on it inside our house.

I think of the color blue whenever I read the word sky. I think many people associate the color blue with the sky.



## WRAP Set 7 – Lesson 18

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.

When my best friend moved away I made a solemn promise that I would never forget her and that I would see her every summer.

On Arbor Day we had a special ceremony at our school. We planted six new trees, one for each grade.

My friend said that she didn't want to go swimming because she didn't like her hair getting wet, but my conclusion was that she was scared of the water.

My mother works for a company called Brown and Associates. Mrs. Brown owns the company and Mr. Schneider, Mrs. Colson, and my mother joined the company as associates.



## WRAP Set 8 – Lesson 20

Present the WRAP sentences before beginning the lesson.

1. Before reading each sentence, briefly show students the relevant Vocabulary Picture Card to remind them of the Word to Know.
2. Put the picture card away and display the WRAP set.
3. Proceed with reading the WRAP sentence aloud to students.