



# FICTION

## Grade 3



# LARRC

Language and Reading Research Consortium

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

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# UNIT VOCABULARY

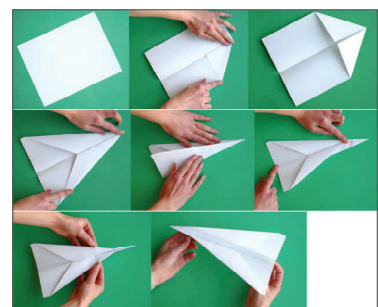
## Spiral

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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- 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!

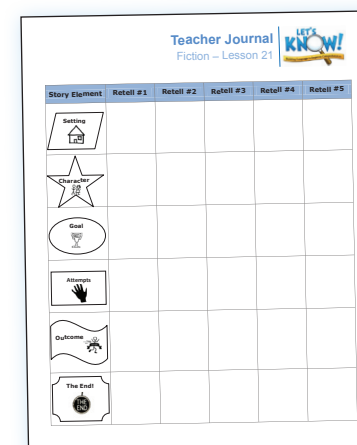
## UNIT TEXTS

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

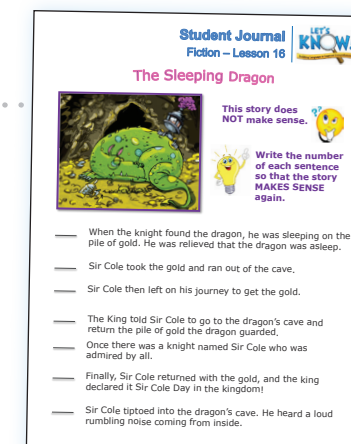
- Henry and the Kite Dragon by Bruce Edward Hall
- Chicken Sunday by Patricia Polacco
- Togo by Robert J. Blake

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

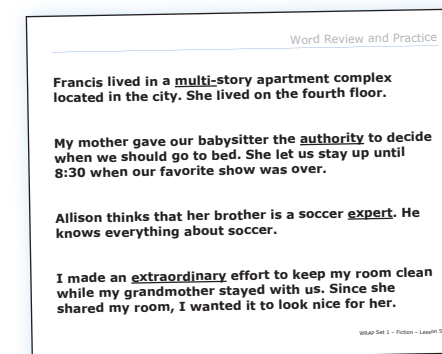
## UNIT MATERIALS



Teacher Journal\*



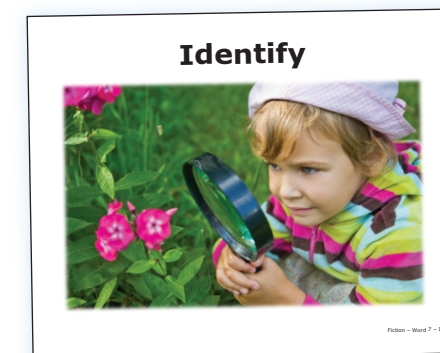
Student Journal



WRAP sets



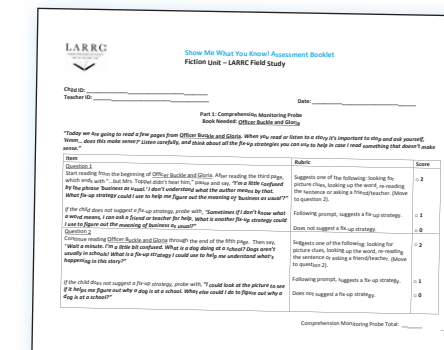
Comprehension Monitoring Icons



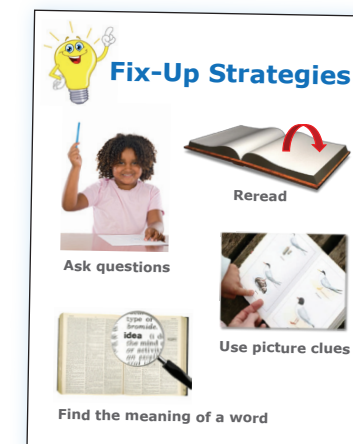
Vocabulary Picture Cards

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

Week	Lesson	Activity
Week 1	Lesson 1	Hook
	Lesson 2	Read to Me
	Lesson 3	Words to Know
	Lesson 4	SMWYK Practice
Week 2	Lesson 5	Words to Know
	Lesson 6	Words to Know Practice
	Lesson 7	Integration
	Lesson 8	Integration Practice
Week 3	Lesson 9	Read to Me
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	Lesson 11	Words to Know Practice
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	Lesson 15	Words to Know
	Lesson 16	Words to Know Practice

Week	Lesson	Activity
Week 5	Lesson 17	Read to Me
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	Lesson 20	Words to Know Practice
Week 6	Lesson 21	Integration Practice
		SMWYK Assessments
Week 7	Lesson 22	Stretch and Review
	Lesson 23	Stretch and Review
	Lesson 24	Close



\*Most materials are provided in print and for digital use.





## Study Resources

- Student Tracking Sheet
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- Survey Information
- Observation Schedule
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## Teacher Resources

- Professional Development Notes
- Teaching Techniques
  - Rich Discussion
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  - Rich Vocabulary Instruction
  - Inferencing
  - Retelling
  - Finding the Main Idea
  - Summarizing





# 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.

(Narrative/Expository)

## **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:**

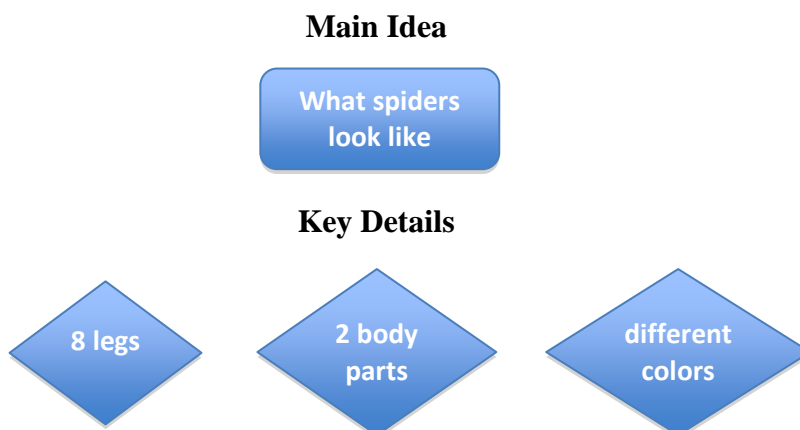
- 6) Remind students of the importance of finding the main idea and emphasize how repeated words (and phrases) in texts can help them find the main idea.

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.





## 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> or 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>	<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>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, Stellanina, 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>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<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> <li><i>Save Teacher Journal Lesson #3 for use in Lessons 6 and 20.</i></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 Henry and the Kite Dragon)</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:** \_\_\_\_\_

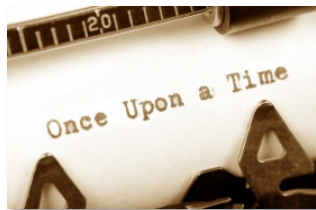
**Definition:** way of life, ideas and traditions for a group of people

**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
<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>Familiarize yourself with the SMWYK assessment.</li> <li>Briefly describe the Close project; show an example, if possible.</li> </ul>		
<p><b>TEACHING TECHNIQUES:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>LESSON TEXT:</b></p> <ul style="list-style-type: none"> <li><u>Henry and the Kite Dragon</u> by Bruce Edward Hall</li> </ul> <p><b>TALK STRUCTURE FOR WE DO/YOU DO:</b></p> <ul style="list-style-type: none"> <li>Individual Testing</li> </ul>	<p><b>LESSON MATERIALS YOU PROVIDE:</b></p> <ul style="list-style-type: none"> <li>None recommended</li> </ul> <p><b>UNIT MATERIALS PROVIDED:</b></p> <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>		
<p><b>LESSON ROUTINE</b></p>		
<p><b>SET</b></p>	<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>	
<p><b>I Do/ We Do/ YOU DO</b></p>	<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>	
<p><b>CLOSE</b></p>	<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>	

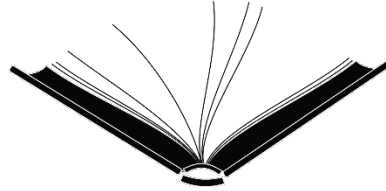
# LARRC

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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>Words to Know</b>	<b>Words to Know Practice</b>	<b>Integration</b>	<b>Integration Practice</b>
<b>Objectives</b>	<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>Define Words to Know by providing a simple definition.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Retell a narrative that includes the <i>setting</i>, main <i>character</i> with personality traits, dialogue, and two or more episodes.</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>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>

### Materials

<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>	<ul style="list-style-type: none"> <li>Bags or paper clips</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>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>spiral, sequence, plot, culture</b></li> <li>Teacher Journal Lesson #5 (print or digital)  </li> </ul>	<ul style="list-style-type: none"> <li>WRAP set #1</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <li>Words to Know cards for Lesson #6  </li> <li>Teacher Journal from Lesson #3 (optional)</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 #7</li> <li>Story element shapes for Lesson #7 </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 #8</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW 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 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 #5 (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. 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



**spiral**

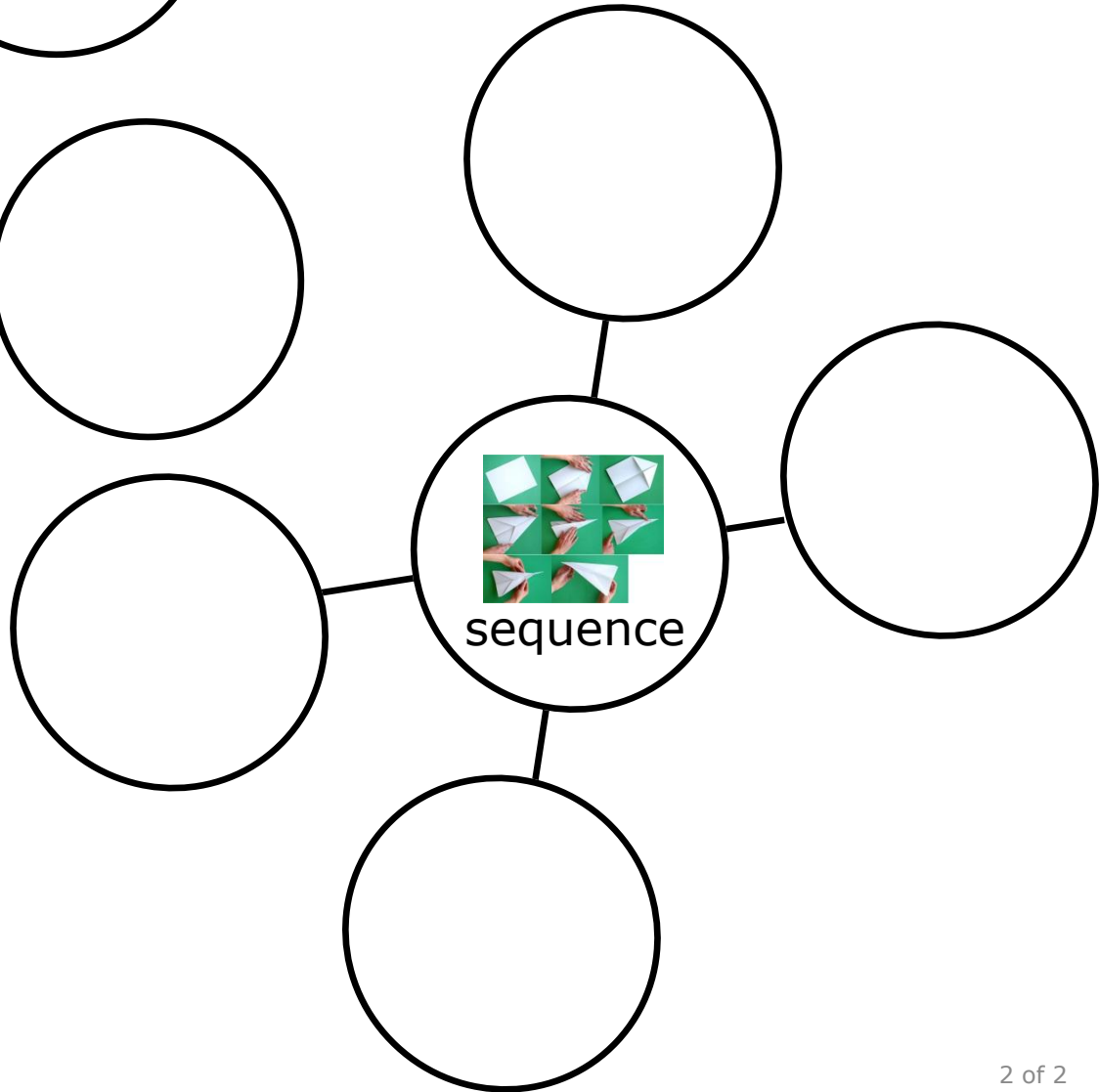
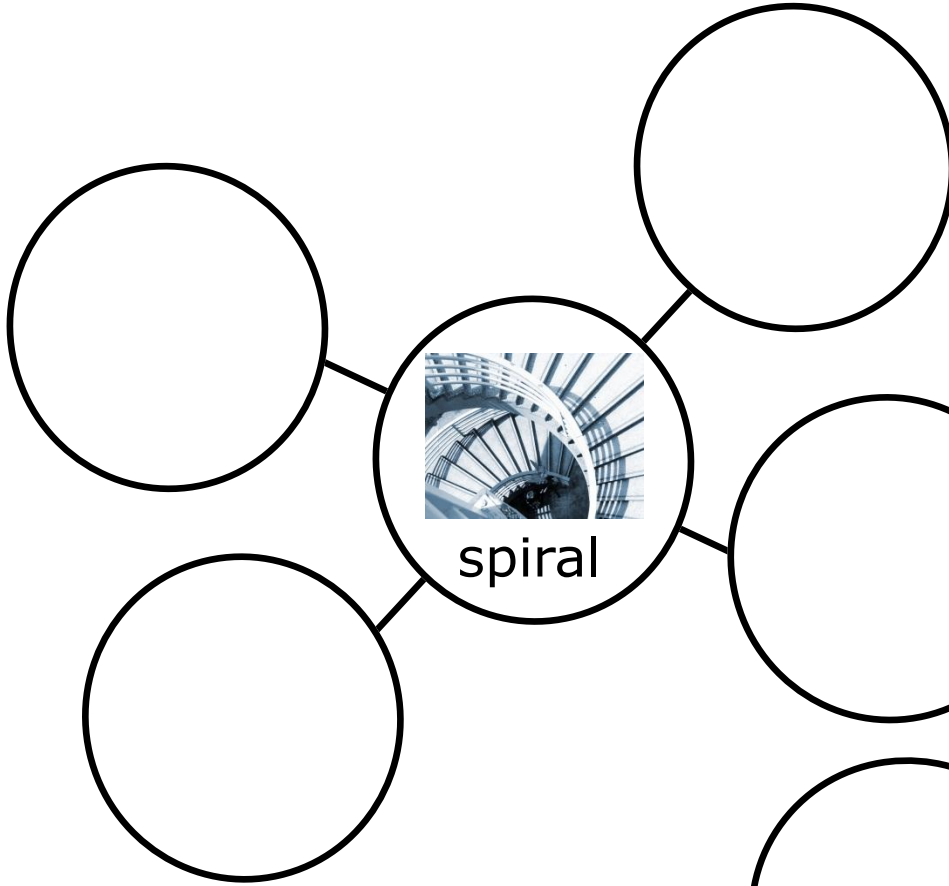
coil

curling

circular

spring

continuing



events

order



plot

story

plan



language

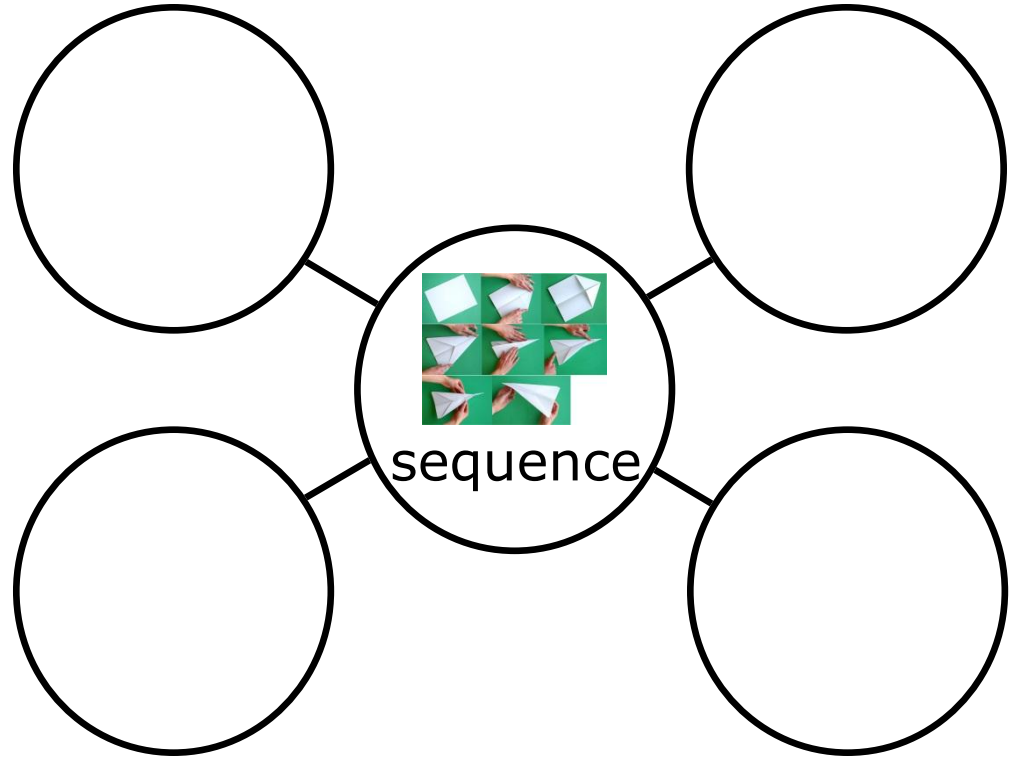
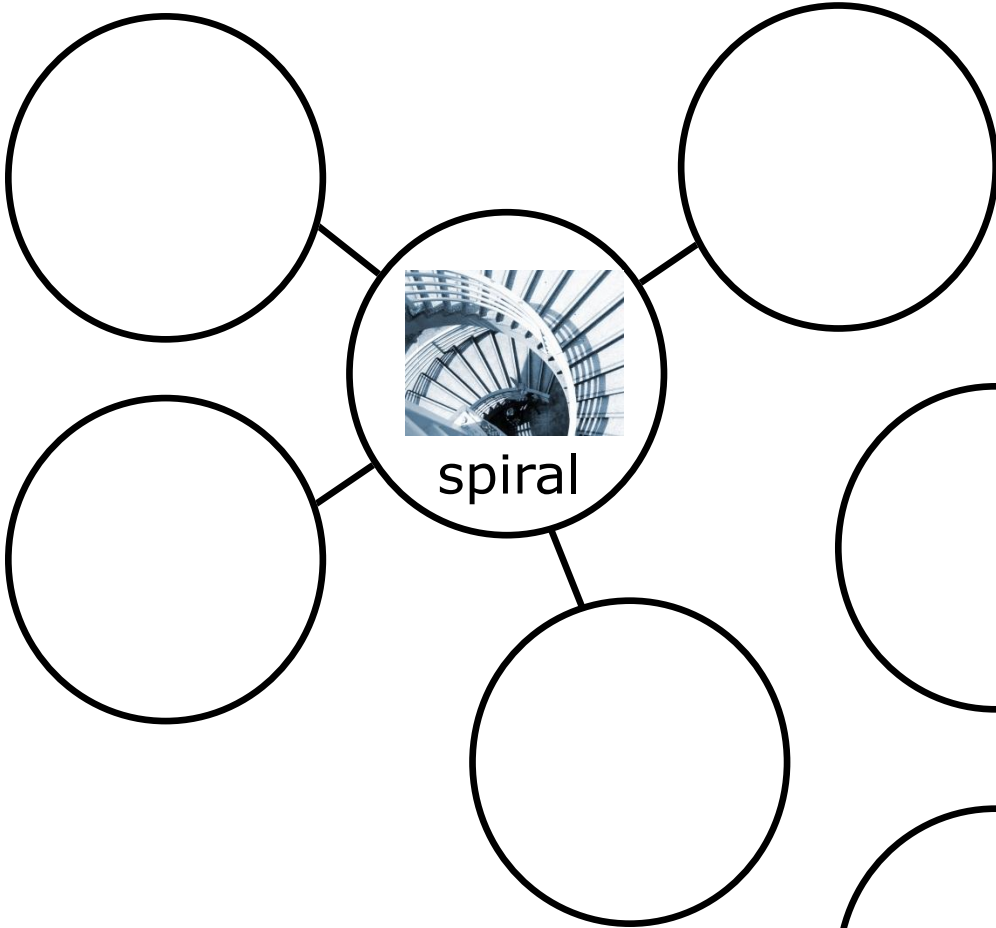
traditions

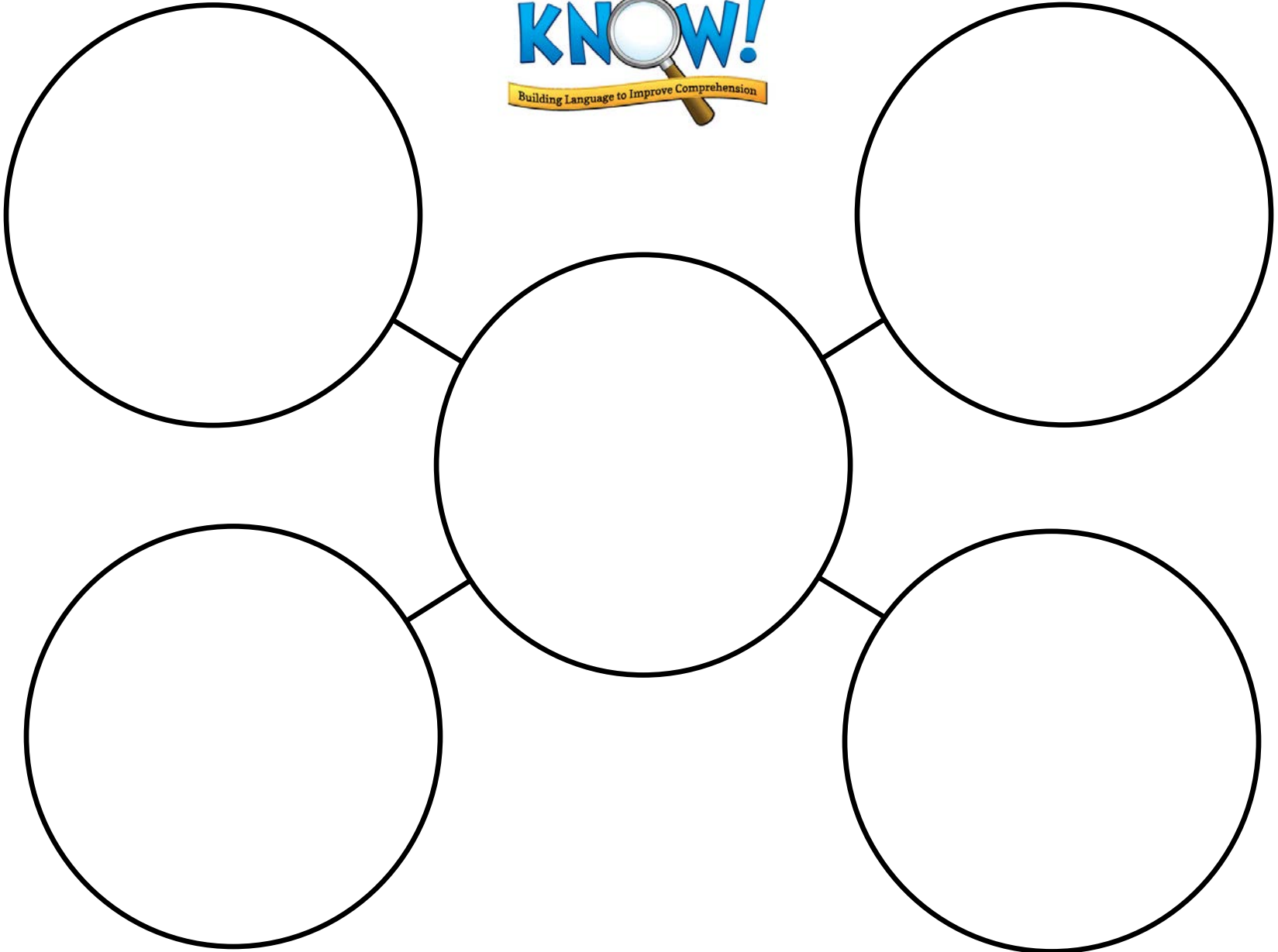


culture

food

dress





LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE 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>Define Words to Know by providing a simple definition.</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>Small Groups (3-4)</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Bags or paper clips</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>Words to Know cards for Lesson #6</li> <li>Teacher Journal from Lesson #3 (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> In small groups of 3-4, students will play a game of Old Character. Each group will need one set of Words to Know cards. You could precut the Words to Know cards and bag or paper clip them together to save time.</li> <li>Goals of the Old Character game: 1) Match words to definitions. 2) Discard cards by saying the word and definition. 3) Don't end up with the Old Character card.</li> <li>How to play: <ul style="list-style-type: none"> <li>Deal all of the word cards and definition cards to the group.</li> <li>As players match a word and definition card, they should read the word and say its definition to the rest of the group, and then discard the pair.</li> <li>Play continues until all pairs are matched and one person is left with the Old Character.</li> </ul> </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 #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>  "Have you ever played the game Old Maid? You let your partner choose a card from your hand, hoping it's the Old Maid. If you can find matches for all of your cards and don't have the Old Maid at the end, you win. Well, the purpose of our lesson today is to have fun practicing the definitions of the four words we've been learning—do you remember them? <b>Spiral, culture, plot, and sequence.</b> The more words you know, the better you understand what you hear and read. We're going to play a game today called 'Old Character' to practice matching our words to their definitions."</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>You could say:</b>  "Let's review all of our words and their definitions. <b>Spiral</b> is 'a pattern that winds around in circles.' The <b>spiral</b> staircase in our picture is an example of a <b>spiral</b>. <b>Culture</b> is the 'way of life, ideas, and traditions for a group of people.' Our book <u>Henry and the Kite Dragon</u> talks about the Chinese and Italian <b>cultures</b>. A <b>plot</b> is 'the main story of a work of fiction.' All stories and movies have <b>plots</b>. A <b>sequence</b> is 'one thing after another,' like a <b>sequence</b> in a recipe or folding a paper airplane."</p>	

	<p>“To begin our game, there are three sets of cards: cards with the words <b>spiral, culture, plot</b> and <b>sequence</b>; cards that have the definition on them; and the ‘Old Character’ card. The objects of the game are to draw a match for the word and its definition card, define the word, and try to get rid of the ‘Old Character’ card.</p> <p>“Here’s how to play the game...</p> <ul style="list-style-type: none"> <li>• The dealer hands out all of the cards. Look at your cards and see if you have a word and a definition card that matches.</li> <li>• First, the dealer offers her cards face down to the player on her left, who takes one card.</li> <li>• If the card makes a pair, that player tells the word and the definition to the group and then discards it.</li> <li>• If you get the ‘Old Character’ card, DON’T tell anyone!</li> <li>• Take turns offering cards face down to the others in your group until you match all of the words with their definitions. Remember that you have to say the word and definition before you can discard the matching pair.</li> <li>• Here is an example: <b>(show cards) spiral</b> and ‘a pattern that winds around in circles.’ I would say, ‘a <b>spiral</b> is a pattern that winds around in circles.’ Then I can discard those two cards. If I had <b>sequence</b> and ‘one thing after another,’ I would say, ‘<b>sequence</b> means one thing after another,’ and then discard them.</li> <li>• Continue to play until all pairs are matched and one person is left with the Old Character card.</li> </ul> <p>Remember that the object is to match all your words to their definitions and not to end up with the Old Character.”</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>Choose volunteers to help you model how the game is played. You could say:</b>      “This group is going to help me demonstrate today’s game. Each of your groups will have word cards and definition cards...”  <b>With the group, demonstrate a few turns of the game and answer any questions students may have.</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 Words to Know cards. You might display the teacher journal from Lesson 3 to help students as they play the game. You could say:</b>      “The person with the shortest hair in each group is the dealer. I’ll be listening to your words and definitions. Try not to get stuck with the Old Character!”  <b>Circulate the room to ensure students are following the rules of the game. Students should have several chances to draw cards and match words and definitions. If some groups finish early, have them play the game again.</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>      “Do you feel like you know the definitions of our Words to Know now? Tell your partner the definition for <b>sequence</b>; now your partner tells you the definition for <b>spiral</b>. <b>(continue for plot and culture, providing time for students to talk)</b> Now that you know these words well, you can include them in your writing and you will understand them when you hear or read them.”</p>

**sequence**

**one thing  
after  
another**

**spiral**

**a pattern  
that winds  
around in  
circles**

**culture**

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

**plot**

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

**(DISCARD)**



**sequence**

**one thing  
after  
another**

**spiral**

**a pattern  
that winds  
around in  
circles**

**culture**

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

**plot**

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



**Old  
Character**

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>WRAP set #2</li> <li>Vocabulary Picture Cards: <b>spiral, sequence, plot, culture</b></li> <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>	<div style="border: 1px dashed gray; padding: 10px; text-align: center; margin-bottom: 10px;"> <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>          "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 <u>Henry and the Kite Dragon</u>. I'll use the shapes so you will be able to retell the story, too; I'll point to each part of the story map as I talk to make sure I include all the story elements..."</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.

'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..."

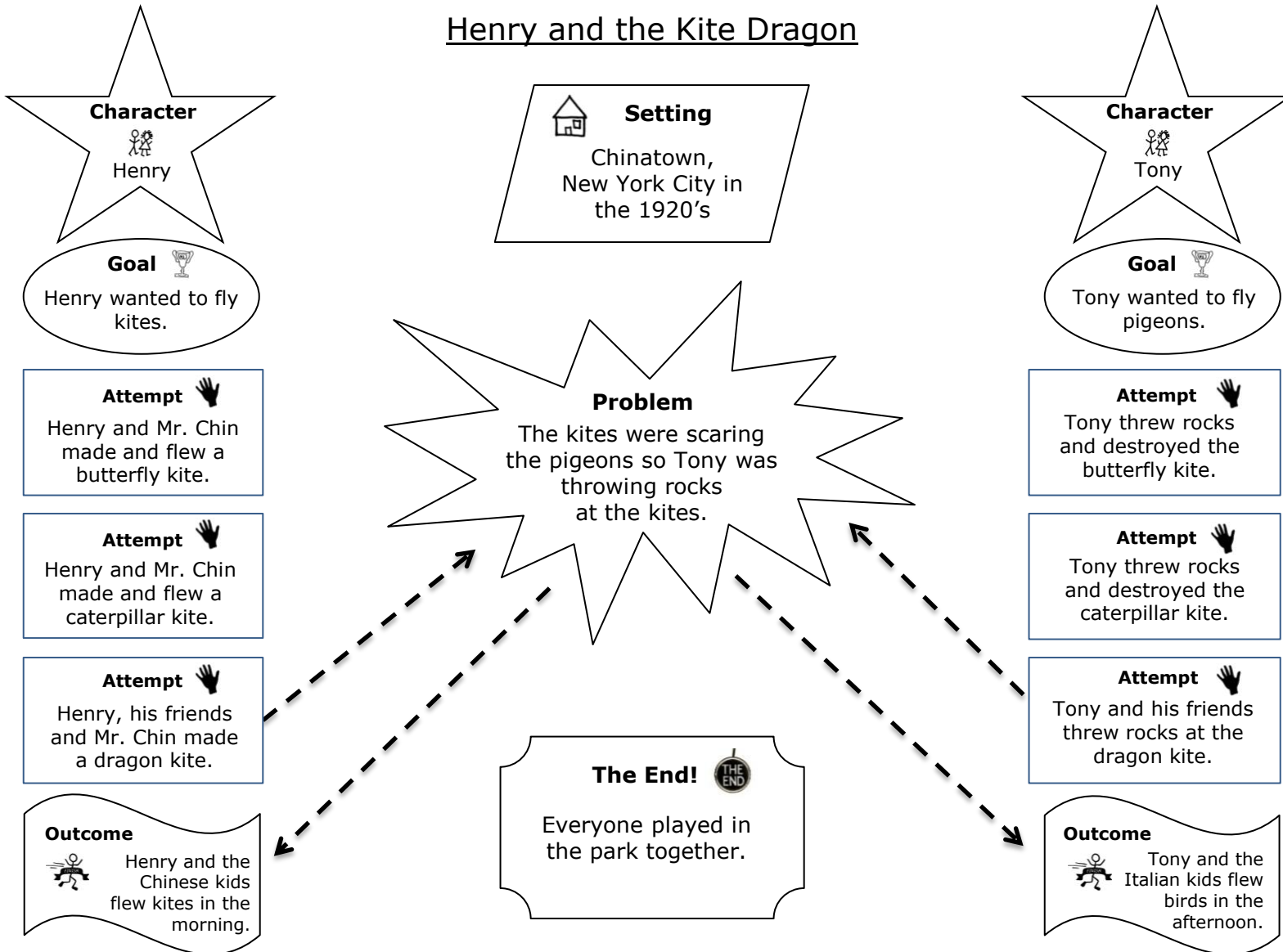
- **(*attempts*)** The next story element is *attempt*, so find the rectangle shapes. What were Henry's *attempt* to accomplish his *goal*? The first *attempt* was making a butterfly kite. Then a caterpillar kite, and last a dragon kite. He had three *attempts* to accomplish his *goal*, so find three 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.

### Attempt



Tony threw rocks and destroyed the butterfly kite.

### Goal



Tony wanted to fly pigeons.

### Attempt



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

### Goal



Henry wanted to fly kites.

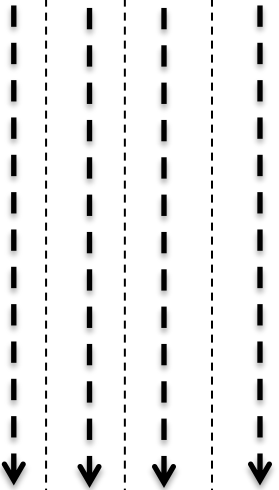
### Attempt



Tony threw rocks and destroyed the caterpillar kite.

### Problem

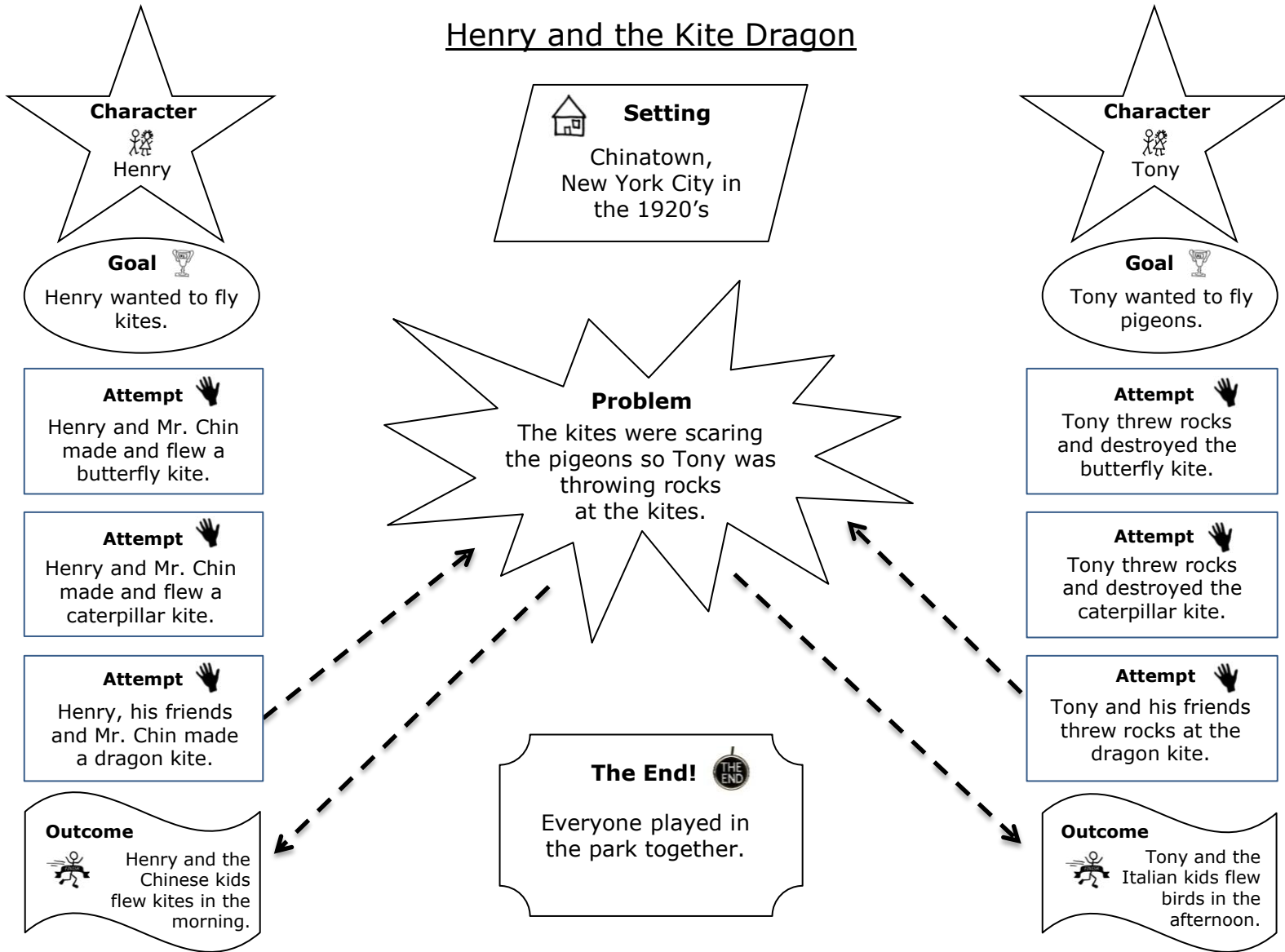
The kites were scaring the pigeons so Tony was throwing rocks at the kites.



LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION PRACTICE 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 OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Retell a narrative that includes the <i>setting</i>, main <i>character</i> with personality traits, dialogue, and two or more 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 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> </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 #8</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>For this lesson, students will retell <u>Henry and the Kite Dragon</u>, focusing on adding details and dialogue.</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 #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>          "Have you ever listened to someone tell a ghost story and their voice got really slow and creepy when they described the <i>setting</i> or <i>characters</i>? Their words made you feel scared before you even heard the story. Good storytellers add <i>details</i> and <i>dialogue</i> that help listeners know more about the story. The purpose of our lesson today is to practice retelling <u>Henry and the Kite Dragon</u>, adding interesting details and dialogue between <i>characters</i>. This will help listeners understand more about 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 #8 and add details to the story map; see the second page for examples of added details. You could say:</b>          "The author of <u>Henry and the Kite Dragon</u> describes the <i>setting</i> of the story using descriptive details. He uses words like 'tiny' and 'narrow and crooked' to describe streets and he describes the tall buildings, saying Henry Chu's building is 'the tallest of all.' It is important for the readers or listeners to know that the story takes place in New York City on top of tall buildings, so I'm going to add some details to the <i>setting</i> section of my story map so I don't forget them when I'm retelling. I'm also going to add more details about Henry so people can understand his <i>character</i> a little better. We know that he's Chinese, he's 8 years old, and that he likes to fly kites. We also know that he actually helped Mr. Chin make the kites, so he has spent a lot of time with kites even before they start flying them. I'll add those details to the story map, too.</p> <p>"Now I'm going to practice including details in my retelling using the information I added to the story map... <b>(emphasize descriptive details like adjectives as you read)</b> 'Henry was an <i>8-year-old Chinese</i> boy who lived in Chinatown in New York City during the 1920's. He lived in a <i>tall</i> building on a <i>narrow, crooked</i> street. Henry loved to make and fly kites from the <i>tall</i> buildings with Mr. Chin, an <i>older</i> man who made <i>wonderful</i> kites.'"</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>With students, generate more details to add to the story map. You could say:</b>          “Now let’s add information about Tony to the story map. What can you tell me? <b>(pause for response)</b> He’s Italian and lives in Little Italy, next to Chinatown. He and his friends fly pigeons, but they’re special pigeons. On this page, <b>(turn to the page where the dragon kite chases the pigeon)</b> it tells how homing pigeons are trained to come home and how the kites scare the birds so sometimes they don’t come back. Which of these details shall we add to our story map so we can include them in our retells? <b>(add chosen details to the map)</b></p> <p>“Now let’s talk about <i>dialogue</i>, or talk between <i>characters</i>. What might Henry say to Mr. Chin when the Italian boys destroy the caterpillar kite? <b>(allow students to respond and shape their ideas into logical dialogue as needed; you might write it on the board)</b> Now think about what Tony was probably saying to his friends, turn to your partner, and practice that dialogue... <b>(ask for one or two volunteers to share their dialogue)</b></p> <p>“Next was the big confrontation between Henry and Tony. Decide which one of you will be Henry and who will be Tony. Then practice saying what you think they said to each other...”  <b>Circulate the room to listen to students’ dialogue and provide feedback.</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 before beginning the CLOSE.</b></p> <p><b>You could say:</b>          “Now let’s put everything together and retell the story, adding details about the <i>setting</i> and <i>characters</i> as well as dialogue. You should take turns practicing retelling the story two times with your partner. Use the story map to help you remember the important story elements, including all three episodes. Afterward, I’ll ask for volunteers to retell their stories to the class.”  <b>Support students as they practice retelling, reminding them to add details and dialogue. As time allows, have volunteers share their retells with the class.</b></p>
<p><b>CLOSE</b></p>	<p><b>Help students briefly review the key skills or concepts they learned, 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 tell me what we added to our story retells today? <b>(pause for response)</b> Great! <i>Details</i> and <i>dialogue</i>. Raise your thumb if you think the story retell was better with more details and dialogue... I agree! When you give your reader or listener more details and add dialogue, it makes it more interesting and easier to understand. The storyteller understands the story better, too. Remember to add details and dialogue when you tell or write a story.”</p>

## Henry and the Kite Dragon



## Henry and the Kite Dragon

Chinese boy;  
8 years old;  
Liked to make  
kites with Mr.  
Chin

**Character**  
Henry

**Goal**  
Henry wanted to fly kites.

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

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

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

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

**Setting**  
Chinatown, New York City in the 1920's with tall buildings, narrow crooked streets

**Problem**  
The kites were scaring the pigeons and sometimes they wouldn't come back home so Tony was throwing rocks at the kites.

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

**Character**  
Tony

Italian boy;  
lives in Little  
Italy; owns  
and flies  
special pigeons

**Goal**  
Tony wanted to fly pigeons.

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

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

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

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



## WEEKLY LESSON PLANNER

### FICTION

Week 3	Lesson 9	Lesson 10	Lesson 11	Lesson 12
<b>Lesson Type</b>	Read to Me	Integration	Words to Know Practice	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 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 target vocabulary words by providing a simple definition and a specific reference to some observable features or examples.</li> <li>Use target vocabulary words correctly in spoken sentences.</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>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>Sticky notes</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>Document camera </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 #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>Teacher Journal Lesson #11</li> <li>Game charts for Lesson #11 </li> <li>Game boards 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>	
<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>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	INTEGRATION 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 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 #10</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 10



**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 PRACTICE 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 OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Define target vocabulary words by providing a simple definition and a specific reference to some observable features or examples.</li> <li>Use target vocabulary words correctly in spoken sentences.</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>Small Groups (3–4)</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #11</li> <li>Game charts for Lesson #11</li> <li>Game boards for Lesson #11</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut the game charts in half to distribute one to each student; place the eight game boards provided in different areas in the classroom.</li> <li>You could pre-select a group to demonstrate the game.</li> </ul> </li> <li>For this practice activity, students will move as a group to one of the game boards. Follow these steps: <ul style="list-style-type: none"> <li>Students are assigned to a group of three or four.</li> <li>Each student takes a number within the group and follows the <b>sequence</b> for that number. For example, student #2 answers question 2 for <b>plot</b>, 3 for <b>sequence</b>, 4 for <b>spiral</b> and 1 for <b>culture</b>.</li> <li>Each group is assigned one of the game boards to begin. Each member answers his or her question and the group decides if the answer is correct. If so, the member marks an X in that box of the game chart.</li> <li>When all students have completed their questions for a given word, they wait until they see a free game board, move to that location, and begin to answer the assigned questions for that word. Students will continue to place an X on their game charts for each question they answer correctly.</li> </ul> </li> <li>The object is to answer one question per word while the group monitors accuracy, move through all of the words, and if time allows, switch numbers with another in the group and begin again to answer a different <b>sequence</b> of questions for the words.</li> <li>You can display the teacher journal to support students who need help with definitions.</li> <li><i>Save the game boards from this lesson for use in Lesson #20.</i></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>  “Does anyone take piano lessons or play soccer? If so, I know that you have to practice. Practice makes perfect! Our purpose today is to practice using our Words to Know so that we can use them perfectly! When we know words really well, we understand and use them easily when we read, write, listen, and speak. Today you'll practice saying the definitions of our Words to Know, using related words, making sentences, and answering questions by playing a game that I think you'll like. Let's practice!”</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>Display the teacher journal. You could say:</b>  “Let’s quickly review our words before we start. <b>Spiral</b> is ‘a pattern that winds around in circles.’ Curls, slinkys, planes, and footballs make <b>spirals</b>. Related words are <i>circular, coil, and spring</i>. <b>Culture</b> is the ‘way of life, ideas, and traditions for a group of people.’ Chinese, Italian, and Native American are examples of <b>cultures</b>. Related words are <i>language, traditions, and dress</i>. <b>Plot</b> is ‘the main story of a work of fiction.’ Stories and movies have <b>plots</b>. Related words are <i>events, plan, and order</i>. The last word is <b>sequence</b>, ‘one thing after another.’ Recipes and narratives follow a <b>sequence</b>. Related words are <i>series, cycle, and order</i>.”</p> <p><b>Divide students into small groups of 4, have them sit by a game board, and ensure that each student has a game chart. You could say:</b>  “Now let’s talk about how to play the game. Each of you is in a group. Pick a number from one to four and that will be your number for this round of the game. I’ve placed game boards around the room. Each of them has four questions to answer, so each group member will be assigned one question for each word. Look at your game chart while I explain. If you are at the <b>plot</b> game board...</p> <ul style="list-style-type: none"> <li>• Member 1 will answer question 1 by giving a definition and example. For example, you might say, ‘A <b>plot</b> is the main story of a work and an example is a movie.’</li> <li>• Member 2 will answer question 2 by giving two related words, such as <i>plans</i> and <i>events</i>.</li> <li>• Member 3 will answer question 3 to make a sentence with the Word to Know.</li> <li>• Member 4 will answer question 4.</li> </ul> <p>When you answer your question, your group will tell you if you’re correct. If you are, you can put a big X in that box on your game chart. If not, they will help you answer the question correctly, and then you can X the box. When everyone in your group has answered a question correctly, look around for a game board that is empty and move to that board. Each word has a different <b>sequence</b> for answering the questions.”</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>Select a group to demonstrate how the game is played with the sequence board. You could say:</b>  “‘This group will show you how to play. We have the word <b>sequence</b>, so member 1, tell two related words for <b>sequence</b>. (pause for child’s answer) Group, is she correct? (if correct move on; if not, have the group formulate a correct answer) Alright, now member 1 can put an X on her game chart. Member 2, now it’s your turn to make a sentence. (pause for child’s answer) Correct? (if yes, move on; if no, have the group formulate a correct answer) Mark your game chart... (continue to the third and fourth questions, allowing the other two members to answer and mark their charts) If you finish one rotation, you can switch member numbers in your group and start on another <b>sequence</b>. Let’s see how many Xs we can get!”</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>Prepare all groups to play the game. You could say:</b>  “Groups, each of you begin with the game board in front of you. Answer your questions for that word, and mark the box with an X when you get it correct. When you’re finished with the word and see another game board open, move to that game board and answer questions for that word. If you finish all four words, you can switch numbers with someone in your group and begin again to collect even more Xs for your game chart. When we’re finished, we’ll compare charts.”</p> <p><b>Circulate the room to monitor and support students as they play the game.</b></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 practiced our Words to Know in a fun game. Let’s practice one more time all together...”

- Which one of our words describes a circular pattern? **(spiral)**
- Which word is a synonym for *plan*? **(plot)**
- Which word means a way of life for a group of people? **(culture)**
- Which word is the opposite of *out of order*? **(sequence)**

Excellent practice today! We can practice using our words in our conversations with others and using the words in our writing. Let me hear you practice using these words today.”



**WORDS TO KNOW**

**spiral**

a pattern that winds around in circles



**culture**

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



**plot**

the main story of a work of fiction



**sequence**

one thing after another



# Game Chart

## Fiction – Lesson 11



**Directions:** Choose a number from 1-4. For each word, answer the question assigned. After your group agrees that you are correct, X out that number on the chart. When all four members have answered, move to the next word.

Member	plot	sequence	spiral	culture
1	1	2	3	4
2	2	3	4	1
3	3	4	1	2
4	4	1	2	3

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**Directions:** Choose a number from 1-4. For each word, answer the question assigned. After your group agrees that you are correct, X out that number on the chart. When all four members have answered, move to the next word.

Member	plot	sequence	spiral	culture
1	1	2	3	4
2	2	3	4	1
3	3	4	1	2
4	4	1	2	3

Definition  
with one  
example

1

Two related  
words

2

plot

Sentence

3

Why doesn't  
a nonfiction  
book have a

**plot?**

4

Definition  
with one  
example

1

Two related  
words

2

sequence

Sentence

3

Why is it  
important to  
follow the  
**sequence** in  
a recipe?

4

Definition  
with one  
example

1

Two related  
words

2

culture

Sentence

3

Why is it  
important to  
learn about  
other  
**cultures?**

4

Definition  
with one  
example

1

Two related  
words

2

spiral

Sentence

3

Name two  
objects that

**spiral**

4

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><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> </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... 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... 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... 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:



# Student Journal

## Fiction – Lesson 12



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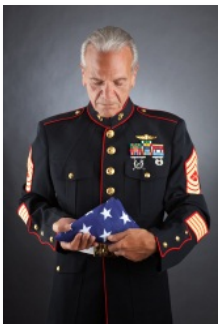
**Word:** \_\_\_\_\_

**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>Integration</b>	<b>Integration Practice</b>	<b>Words to Know</b>	<b>Words to Know Practice</b>
<b>Objectives</b>	<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>Retell a narrative including the <i>setting</i>, <i>characters'</i> internal states, and two or more 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>Define target vocabulary words and related words.</li> <li>Use words in spoken sentences.</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>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>Sticky notes</li> <li>Bags</li> </ul>	<ul style="list-style-type: none"> <li>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>Colored pencils or crayons</li> <li>Bags or paper clips</li> </ul>
<b>Unit Materials Provided</b>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #13</li> <li>Story element shapes 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> </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>Student Journal Lesson #16 </li> <li>Word cards for Lesson #16 </li> <li>Teacher Journal from Lesson #15</li> </ul>



Digital/Tech



Prep Materials



Preview the Text



Game



Save Materials

LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION 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>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>Teacher Journal Lesson #13</li> <li>Story element shapes for Lesson #13</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b>		
<ul style="list-style-type: none"> <li><b>Before the lesson...</b> <ul style="list-style-type: none"> <li>Cut out the story element shapes and bag them for pairs of students to use during the We Do routine; partners will work together to arrange the paper story elements into a story map.</li> <li>Review <u>Chicken Sunday</u> and use sticky notes to mark pages on which you will point out important story elements.</li> </ul> </li> <li>In this lesson, students will practice using the story element shapes to retell <u>Chicken Sunday</u> like TV reporters.</li> <li>During the I Do section, map the story quickly to provide maximum time for the students to retell the story.</li> <li>The first page of the teacher journal shows a completed story map; you may use the second page to arrange the story elements as students arrange their story element shapes (by using the digital version or by cutting out the shapes).</li> <li>Leave the completed story map up during the You Do routine 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>          "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 style="padding-left: 40px;">"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.</p>	

	<p>'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.</p> <p>'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></p> <p>"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></p> <p>"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 13

**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	INTEGRATION PRACTICE 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 story including the <i>setting, characters'</i> internal states, and two or more 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>Document camera or interactive whiteboard</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> </ul>	
<p style="text-align: center;"><b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b></p> <ul style="list-style-type: none"> <li>This lesson provides more practice with retelling <u>Chicken Sunday</u>. This time, students will act as presenters for an awards ceremony. You will help them add more information about the story elements to their retells.</li> <li>Monitor the time so that as many students as possible can perform before the classroom audience during the You Do section.</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 #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>          "Did you watch a TV reporter last night? Did they tell the audience about the <i>setting, characters, goals, attempts</i> and <i>outcome</i> of their story? Today we're going to pretend that our TV story about the children in <u>Chicken Sunday</u> went viral, and now they are getting an award. This time, you're going to tell the story about <u>Chicken Sunday</u> and add even more information about the <i>characters</i>, including Ms. Eula and Mr. Kodinski. First we'll talk about the children, Ms. Eula, and Mr. Kodinski, adding information to our class story map. Next you'll practice with your partner until you and your partner are comfortable with your story. Then we'll take turns telling the story to the awards audience."</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 #14. You could say:</b>          "I'll use the story map and add information so we can tell the awards audience how special the kids were and how they felt about Miss Eula. Hmm, let's see... They really loved her and wanted to do something for her because of all the extra things that Ms. Eula did for them. When I think about Ms. Eula, I know that she loves to sing, so I'll add that to my story map. I also know that she's been a good grandmother to the three kids—she fixes them Sunday dinners and takes them to church. I know she really loves them and they love her. I've added more information to my story map and now my awards presentation will be even more awesome!"</p>	

	<p>“My presentation could sound something like this...</p> <p>We’re here tonight to give this special award to three children who worked hard to give their grandmother a lovely gift. I’m talking about Patricia, Stewart, and Winston. They love their grandmother, Ms. Eula, who likes to sing and cook fried chicken for them every Sunday. She loves her grandchildren, even the adopted grandchild, very much. The children wanted to buy their grandmother a beautiful hat for Easter to show her how much they appreciate her. But they didn’t have enough money, so they did something very special to earn money for the gift...”</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 discuss Mr. Kodinski. How would you describe him? <b>(pause for responses and add ideas to the story map)</b> Okay, good. We can also add information about the <i>character’s</i> feelings to our story. We know the children were desperate to get money to buy the hat, but they were also afraid of Mr. Kodinski. How did they feel after the first <i>attempt</i>, the egg-throwing incident? <b>(pause for response)</b> How did Mr. Kodinski feel? <b>(pause)</b> And Ms. Eula? <b>(pause)</b> Let’s add these details about their feelings to our story map. <b>(add ideas to the map)</b> We know the kids made eggs and took them to Mr. Kodinski even though they were afraid of him. The second <i>attempt</i> to earn money ended successfully with the kids making more Pysanky eggs and selling them at Mr. Kodinski’s shop. What was he feeling after that? What was the <i>outcome</i>? <b>(elicit responses to add to the map)</b></p> <p><b>Have students use the story map to practice retelling the first part of the story in pairs.</b>  <b>You could say:</b>  “Now practice retelling the first part of the story with your partner—the <i>setting, characters, and goals</i> of the children. Make sure you include some of the interesting information about the <i>characters</i> that we added to our story map...”  <b>Circulate the room to provide feedback on the information students’ add to their retells.</b></p> <p><b>Have students practice retelling the rest of the story. You could say:</b>  “Now practice reporting the two <i>attempts</i> and the <i>outcome</i>, including information about Mr. Kodinski...”  <b>Continue to support students, reminding them to make their awards presentation sound interesting to the audience.</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>You could say:</b>  “It’s time for the dress rehearsal for the awards ceremony! Pretend that your partner is the audience and that you’re holding a live microphone. Tell your story, and your partner will clap (quietly) afterward. Then switch places. We’ll try to let you practice twice before we have classroom reports. Break a leg!”  <b>As time allows, have students present their retells to the class. You might have the class briefly comment on the information and details each students chose to include.</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>  “Did you enjoy hosting an awards ceremony? What information did we add today to our reports? Put a thumb up if you think your presentation was interesting... I agree! We can remember even more of the story by adding information about the <i>characters</i>. When you read, you can look for information about <i>characters</i> that will help you understand and retell the story even better.”</p>

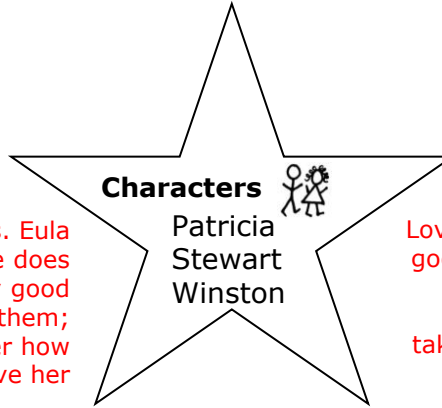
# Teacher Journal

## Fiction – Lesson 14



### Setting

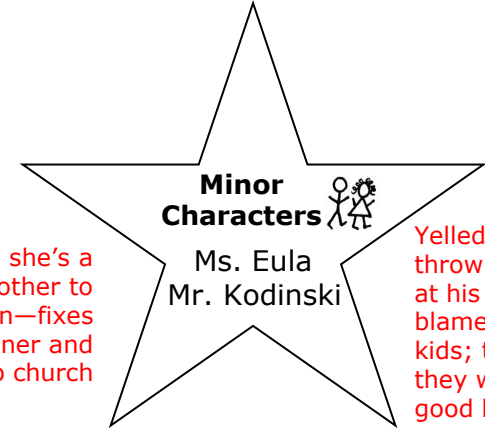
Town or city; before Easter; **neighborhood with many different cultures**



### Characters

Patricia  
Stewart  
Winston

Love Ms. Eula because she does so many good things for them; want to show her how much they love her



### Minor Characters

Ms. Eula  
Mr. Kodinski

Loves to sing; she's a good grandmother to the children—fixes them dinner and takes them to church

Yelled at boys throwing eggs at his store; blamed the kids; then saw they were good kids

### Attempt

try to ask Mr. Kodinski for a job; **They were afraid of Mr. Kodinski but wanted to earn money for Ms. Eula's hat.**

### Goal

to buy Ms. Eula an Easter hat **so they can show her they love her.**

### Attempt

**They made eggs for Mr. Kodonski even though they were afraid; They sell them at Mr. Kodinski's shop.**

### Outcome

They get blamed for throwing eggs; **they feel very ashamed.**

### The End!

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

### Outcome

Mr. Kodinski **realizes the kids are good kids and** gives them Ms. Eula's hat.

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 web.</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

unite

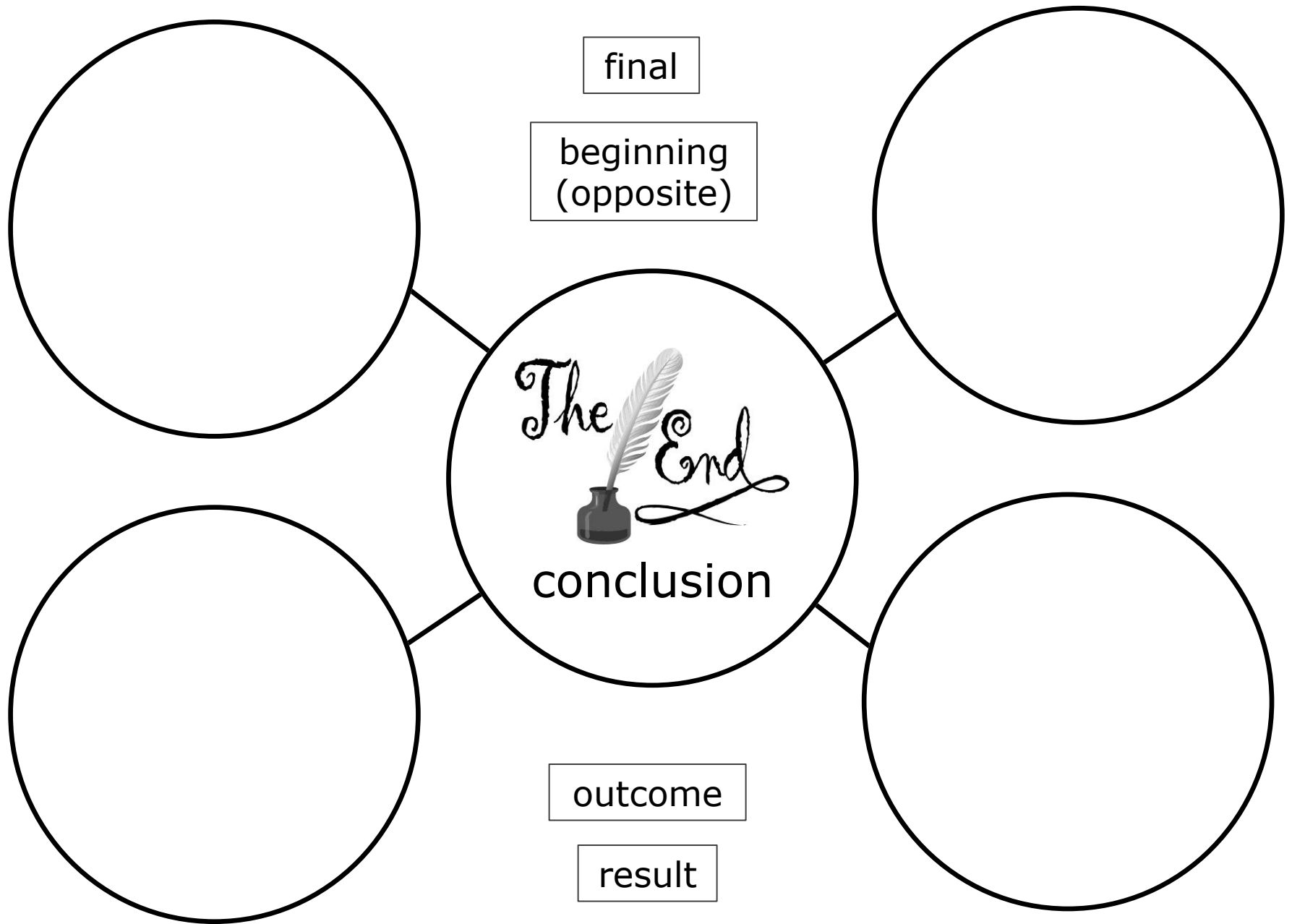
together



associate

combine

connect



final

beginning  
(opposite)



conclusion

outcome

result

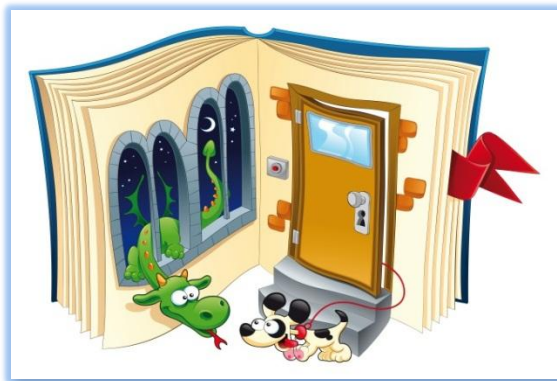
**Directions:** Use your Words to Know and related words to describe what is happening in one picture. Write a description and share it with your partner.



**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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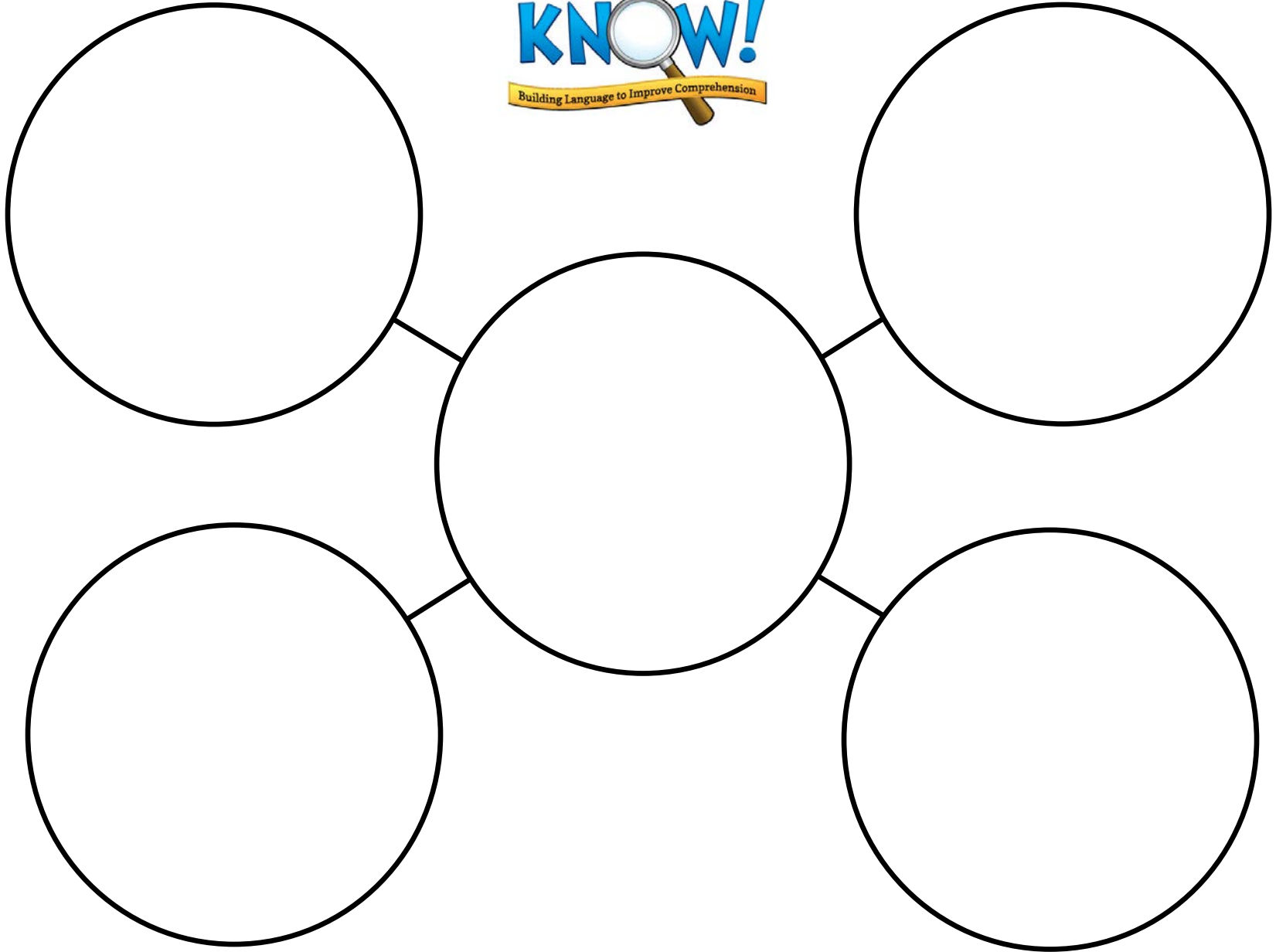
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**LET'S KNOW!  
GRADE 3**

**FICTION  
CYCLES AND SEQUENCES**

**WORDS TO KNOW PRACTICE  
LESSON 16**

**SHOW ME WHAT YOU KNOW!** We will use cycles and **sequences** in fiction to write and illustrate our own books.

**TEACHING OBJECTIVES:**

- Define target vocabulary words and related words.
- Use words in spoken sentences.

**TEACHING TECHNIQUE:**

- Rich Instruction

**LESSON TEXT:**

- N/A

**TALK STRUCTURE FOR WE DO/YOU DO:**

- Small Groups (3–4)

**LESSON MATERIALS YOU PROVIDE:**

- Colored pencils or crayons
- Bags or paper clips

**UNIT MATERIALS PROVIDED:**

- WRAP set #6
- Vocabulary Picture Cards: **solemn, ceremony, conclusion, associate**
- Student Journal Lesson #16
- Word cards for Lesson #16
- Teacher Journal from Lesson #15

**SPECIAL INSTRUCTIONS FOR THIS LESSON:**

- **Before the lesson...** You could cut apart the word cards and bag a set for each group to save time.
- For this lesson, students will practice using the Words to Know by answering questions on the word cards for Lesson #16. To play the game, students will gather in groups of three or four. Students will shuffle the cards, place them face down in a pile, and then take turns drawing and answering the questions. If a student answers a question correctly, he or she will draw one pizza topping on the pizza slice in the student journal; suggestions for toppings are given on the page.
- When students are unsure of an answer, they can ask others in the group. You could also display Teacher Journal Lesson #15 so students can consult it when they need help.
- Have students continue to play as long as time permits; if they use all of the cards, have them reshuffle them and start over.

**LESSON ROUTINE**

**SET**

**START THE LESSON WITH WRAP SET #6: SOLEMN, CEREMONY, CONCLUSION, ASSOCIATE**

**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.**

**You could say:**

"Do you like pizza? I love to put different toppings on my pizza. Today, you'll get to make your own slice of pizza. Our purpose is to practice using the Words to Know **solemn, ceremony, conclusion, and associate** in many different ways. When you practice with the words, you can more easily understand and use the words when you read or listen. When you're playing the pizza game, you answer a question about the word and then draw a topping for your pizza."

<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>Display the chart from Teacher Journal Lesson #15. You could say:</b>  “Let’s review our words. <b>Solemn</b> means ‘very serious.’ You are <i>quiet, thoughtful, and serious</i> when you’re <b>solemn</b>. Examples of times you’re <b>solemn</b> are at funerals, in church, at graduations, and during other ceremonies. The opposite of <b>solemn</b> would be <i>silly or goofy</i>. To <b>associate</b> means ‘join with.’ You <b>associate</b> with partners and friends, people you <i>connect</i> with or are <i>united</i> with. A <b>ceremony</b> is a special performance to mark an important event, like a wedding, graduation, Olympic celebration, or confirmation. Other words that go with <b>ceremony</b> are <i>celebrations, rituals, and actions</i>. Last, <b>conclusion</b> is ‘the end of something’ like the last part of a play or story, the <i>final</i> action, the <i>result</i>. An opposite would be the <i>beginning</i>.”</p> <p><b>Divide students into small groups. Pass out student journals to each child and a set of game cards to each group. You could say:</b>  “The game you’ll play is in your student journal. There’s a pizza slice on it, and some suggestions for toppings you can draw are listed. There are also cards with questions you will answer. When I’m playing the game, I’ll draw and answer the question on one card. This one says, ‘Another word for <b>associate</b> is ____’ so I could answer <i>connect</i>. The others in my group would signal that my answer is correct, and then I could draw a mushroom for my pizza. Mmm... I love mushrooms!”</p> <p><b>Provide another example.</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>  “Take out colored pencils or crayons and your student journals. Let’s do one together. The card I’ve drawn says, ‘A wedding is a ____’ so what would you say? <b>(pause)</b> Draw a topping on your pizza if you said <b>ceremony</b>. <b>(pause briefly so students can draw)</b> Here’s another: “The dedication page in a book is NOT the ____.” <b>(pause)</b> If you said <b>conclusion</b>, draw another topping on your pizza.”</p> <p><b>If you feel students need more practice, continue with another example.</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>You could say:</b>  “Now get into your groups, shuffle the cards, and take turns answering questions and drawing toppings for your pizza slices.”</p> <p><b>Circulate the room to monitor and support students as they play the game.</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>  “What delicious-looking pizzas you drew today. That tells me that you had very good practice with all of our Words to Know, their definitions, and related words. For more toppings, tell me...</p> <ul style="list-style-type: none"> <li>• Which one of our words means ‘very serious’? If you said <b>solemn</b>, draw another topping.</li> <li>• Which word is the opposite of <i>beginning</i>? <b>Conclusion</b> responders get another topping.</li> <li>• Which word is a special performance for an event? <b>Ceremony</b> is the correct answer.</li> <li>• Which word would you never do with an enemy? <b>Associate</b> is correct.</li> </ul> <p>Now I’m even more impressed with your word-learning skills. You can learn other words just as easily and practice using them. I’ll be listening for the words in your speech and writing!”</p>

After answering a question,  
draw one pizza topping  
of your choice:

Cheese

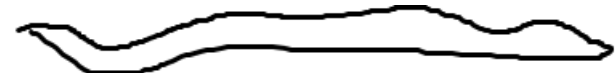
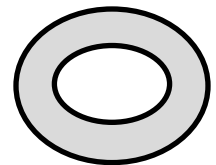
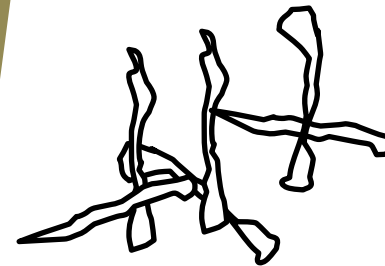
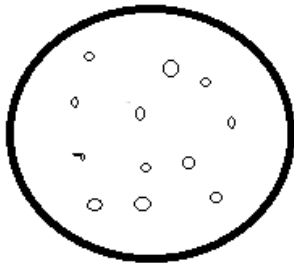
Olives

Peppers

Mushrooms

Pepperoni

Sausage



An introduction is at the beginning; a _____ is at the end.	Another word for <b>ceremony</b> is _____.	When you're in trouble and you go to the principal, you are usually _____.
At a ball game, you are rowdy; at a graduation, you are _____.	Another word for <b>associate</b> is _____.	After someone wins a gold medal at the Olympics, they have a _____.
If someone doesn't like you, you probably don't _____.	Another word for <b>solemn</b> is _____.	You go home from school at what part of the school day?
A wedding is a _____.	Another word for <b>conclusion</b> is _____.	Partners could also be called _____.
When you're watching a play, you clap at the _____.	A friend would be someone you _____ with.	If you're thoughtful, you're probably _____.

Name two examples of <b>associate</b> .	Use <b>ceremony</b> in a sentence.	To avoid is the opposite of to _____.
Name two examples of times to be <b>solemn</b> .	Use <b>solemn</b> in a sentence.	You are often <b>solemn</b> at a _____.
Name two examples of a <b>ceremony</b> .	Use <b>conclusion</b> in a sentence.	The end of something is the _____.
Name two examples of a <b>conclusion</b> .	Playing with your friends would NOT be _____.	Something very serious is _____.
Use <b>associate</b> in a sentence.	The dedication page in a book is NOT the _____.	To join with is to _____.



## WEEKLY LESSON PLANNER

### FICTION

Week 5	Lesson 17	Lesson 18	Lesson 19	Lesson 20
<b>Lesson Type</b>	Read to Me	Integration	Integration Practice	Words to Know Practice
<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 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>Identify the purpose of a text and discuss the author's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Define words by providing a simple definition and reference to a feature or example.</li> <li>Use words correctly in spoken sentences.</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>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>Document camera or interactive whiteboard </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>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Discussion questions for Lesson #18 </li> </ul>	<ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> <li>Student Journal 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>Game boards for Lesson #20 </li> <li>Game chart for Lesson #20 </li> <li>Game boards from Lesson #11 </li> <li>Teacher Journals from Lessons #3 and #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 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	INTEGRATION 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 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>WRAP set #7</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Discussion questions for Lesson #18</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>	<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>          "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. 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 #18 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 18



**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	INTEGRATION PRACTICE 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 and discuss the author's perspective.</li> </ul>		
<b>TEACHING TECHNIQUES:</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>Think-Pair-Share</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>Document camera or interactive whiteboard</li> </ul> <b>UNIT MATERIALS PROVIDED:</b> <ul style="list-style-type: none"> <li>Teacher Journal Lesson #19</li> <li>Student Journal Lesson #19</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li>The information in the teacher journal is the same as the student journal.</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 two people tell a story about the same event, but the stories sounded very different from each other? Each person was telling the story based on how they experienced it from their own perspective. When authors write stories, they write from their own perspective, and the purpose of our lesson today is to discuss how an author's perspective can change a story. When we know an author or speaker's perspective, we can better understand the story or conversation."</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 #19. You could say:</b>          "I'm going to show you a story map of <u>Togo</u> that you'll use to tell a story from one of three perspectives. One story retell could be from Togo's perspective, another from Smokey's, one of the dogs in the team, and another from Seppala's point of view. I've chosen to tell the story from Smokey's perspective. He was the one who got so tired that he refused to go any farther. Listen to the details I use to tell the story from his point of view. I think Smokey's story would go something like this...</p> <p style="padding-left: 40px;">'My name is Smokey. I'm an important part of Seppala's dogsled team, the best in Alaska. The lead dog is Togo. He's my friend, but he makes us all work very hard!</p> <p style="padding-left: 40px;">'One day in January of 1925, we had an emergency. Diphtheria is a bad disease that humans get. It was going to kill all the people in Nome unless we could go to Nulato and get the medicine. That's 300 miles away! It was winter and we needed to get there fast.</p> <p style="padding-left: 40px;">'Seppala got us going and at first we did well, running fast and smooth. Then the weather got bad and we got very tired. I told Togo to slow down, but he ignored me. Crossing Norton Bay with a storm coming was hard! Then we almost passed the dogsled that had the medicine. They couldn't take it any further, and we had to turn around and go back across Norton Bay, this time against the wind and in a terrible storm!</p> <p style="padding-left: 40px;">'The farther we went, the worse it got. The skin on my stomach was freezing! My eyes hurt because the snow was like pins. It was awful but we kept running, hour after hour. Then the wind blew the sled over and everyone's lines got tangled. What a mess! I was barking at everyone because I was so tired and cold! We got back on the trail and went on, hour after hour.</p>	

	<p>‘Finally my friend Jens fell down, and we dragged him until we could stop. I had finally had it! I couldn’t go on any more. I lay down, and Togo couldn’t get me up. They unhitched me. Hooray! But we still had to reach Golovin Village.</p> <p>‘Finally we could smell the town and people. Rest, food and warmth at last! Another dogsled team took the medicine to Nome and became famous for rescuing the children from diphtheria. I think we deserve a lot of credit because we went 350 miles through storms and winter weather. They only went 53 miles! Anyway, Togo never raced again. Seppala said it was because he gave so much. We all did!’”</p> <p><b>You could briefly comment on how you included details to show Smokey’s perspective.</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>  “Let’s talk about how the other two perspectives would sound different from Smokey’s, and then you can practice telling the story. Think about Togo’s story... He’s the lead dog, so what would he include in his story? Let’s think... Maybe more about when he was young, or about how he was small for a sled dog but had a good sense of direction. He always wanted to win. How would his story be different than Smokey’s story?”</p> <p><b>Continue to discuss Togo’s perspective with students, inviting them to share ideas. Then switch to discussing Seppala’s perspective and the information his story would include.</b></p> <p><b>After your discussion, have students practice retelling the story from one ‘author’s’ perspective, including the <i>setting, characters, and goal</i>. You could say:</b>  “Now with your partner, choose one of the three <i>characters</i> and work together on a story told from that author’s perspective. For this part, tell only the <i>setting, characters, and goal</i>. Use the story map I displayed as a guide for your retell. You have [5] minutes, and both partners need to practice their story.”</p> <p><b>After students practice and present, contrast the different story perspectives they used in their retells; have students share examples of the information they chose to include.</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>You could say:</b>  “Now with your partner, work together to retell the complete story told from your <i>character’s</i> perspective. Each of you should practice your story twice—remember to use the story map to include all the story elements. Then we’ll have a class performance from some of our classmates and talk about author’s perspective.”</p> <p><b>As time allows, invite students to present; try to have at least one presentation from each perspective.</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>  “‘What did we discuss today? (<b>author’s perspective</b>) Put your thumb up to vote for who you think the best author was: Robert J. Blake...Togo... Smokey... Seppala. You saw today how stories with the same events can be different depending on the perspective of the author. When you’re reading, it’s always important to understand the author’s purpose for writing and the author’s perspective. It helps you understand the story better so you can discuss it with others.’”</p>

## Togo

- 1) Togo is telling the story about the hardships of the run and what he was thinking and feeling.
- 2) Smokey is telling the story from his perspective after he refused to run any farther.
- 3) Seppala is telling the story of what he was thinking and feeling during the run.

	<b>Setting</b> Nome, Alaska in January, 1925 during an outbreak of diphtheria
	<b>Characters</b> Seppala, Togo and the dogsled team
	<b>Goal</b> To get the diphtheria serum from Nulato to Nome, Alaska as quickly as possible
	<b>Attempts</b> <ul style="list-style-type: none"><li>• Left Nome, went fast at first</li><li>• weather got bad, only short rests</li><li>• Crossing Norton Bay was hard</li><li>• Found dog team with the serum</li><li>• had to take serum back across Norton Bay against the wind</li><li>• Dogs got weaker and weaker, skin froze, eyes froze shut</li><li>• Sled overturned and lines got tangled</li><li>• Jens and Smokey couldn't go any farther</li><li>• Finally Togo and Seppala led the team to the town</li></ul>
	<b>Outcome</b> Another dogsled team takes the serum to Nome; Togo never races again

# Student Journal

## Fiction – Lesson 19



- 1) Togo is telling the story about the hardships of the run and what he was thinking and feeling.
- 2) Smokey is telling the story from his perspective after he refused to run any farther.
- 3) Seppala is telling the story of what he was thinking and feeling during the run.



### Setting

Nome, Alaska in January, 1925 during an outbreak of diphtheria



### Characters

Seppala, Togo and the dogsled team



### Goal

To get the diphtheria serum from Nulato to Nome, Alaska as quickly as possible



### Attempts

- Left Nome, went fast at first
- weather got bad, only short rests
- Crossing Norton Bay was hard
- Found dog team with the serum
- had to take serum back across Norton Bay against the wind
- Dogs got weaker and weaker, skin froze, eyes froze shut
- Sled overturned and lines got tangled
- Jens and Smokey couldn't go any farther
- Finally Togo and Seppala led the team to the town



### Outcome

Another dogsled team takes the serum to Nome; Togo never races again



LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	WORDS TO KNOW PRACTICE LESSON 20
<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 words by providing a simple definition and reference to a feature or example.</li> <li>Use words correctly in spoken sentences.</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>Small Groups (4)</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>WRAP set #8</li> <li>Vocabulary Picture Cards: <b>solemn, ceremony, conclusion, associate</b></li> <li>Game boards for Lesson #20</li> <li>Game chart for Lesson #20</li> <li>Game boards from Lesson #11</li> <li>Teacher Journals from Lessons #3 and #12</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 game charts in half and distribute one to each student; place four of the game boards from Lesson 11 (one for each word) and the four game boards for this lesson throughout the room.</li> <li>Today students will play the same game played in Lesson #11, but it will be played with all eight Words to Know. Display the teacher journals from Lessons #3 and #12 to support students who still need help with the definitions of the words.</li> <li>How to play... <ul style="list-style-type: none"> <li>Assign students to groups of three or four.</li> <li>Each student takes a number within the group and follows the <b>sequence</b> for that number to answer the questions at the game boards.</li> <li>Each group is assigned one of the game boards to begin. Each member answers his or her question and the group decides if the answer is correct. If so, the member marks an X in that box of the game chart.</li> <li>When all students have completed their questions for a given word, they wait until they see a free game board, move to that location, and begin to answer the assigned questions for that word.</li> <li>Students continue to move to new game boards and mark their game charts until all eight words have been completed.</li> </ul> </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 #8: 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>  "How many of you have had to practice something recently, like practicing the piano or going to soccer practice? Today, our purpose is to practice all eight Words to Know. We want to practice so we can use the words easily and understand them when we're reading."</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 show Teacher Journal Lesson #12 and say:</b>  "Let's review the newest Words to Know so you can start playing the game..."</p>	

	<ul style="list-style-type: none"> <li>• <b>Solemn</b> means ‘very serious.’ You are <b>solemn</b> at funerals, weddings, church, or at certain <b>ceremonies</b>. Related words are <i>quiet, thoughtful,</i> and <i>serious</i>. The opposite of <b>solemn</b> is <i>silly</i> and <i>goofy</i>.</li> <li>• <b>Ceremony</b> means ‘special actions, words, or performances to mark an important event.’ Weddings, graduations, Olympics, and special scout events are examples of <b>ceremonies</b>. Related words are <i>ritual, social, actions,</i> and <i>dress</i>.</li> <li>• The <b>conclusion</b> is ‘the end of something.’ Stories and movies have <b>conclusions</b>. Related words are <i>last, ending,</i> and <i>result</i>. The opposite is <i>beginning</i>.</li> <li>• The last word is <b>associate</b>, or ‘join with.’ Friends, partners, and teammates are <b>associates</b>. Related words are <i>connect, unite,</i> and <i>together</i>. The opposite is <i>split</i> or <i>divide</i>.</li> </ul> <p>“Now let’s play the same game we did before, but this time with eight words. Each of you picks a number from one to four in your group for your game chart. The game boards are set around the room. Each of them has four questions to answer. Look at your game chart to find the <b>sequence</b> for the words. When you answer your question, your group will tell you if you’re correct and if so, you can put a big X in that box. If not, they will help you answer the question correctly and then you can X the box. When everyone in your group has answered a question correctly, look around for a game board that is empty and move to that board. Each word has a different <b>sequence</b> for answering the questions, and you have eight word boards to complete.</p> <p>“Here’s an example for <b>conclusion</b>. If I had 1, I would say, ‘<b>Conclusion</b> is the end of something. An example is the end of a book.’ A sentence to answer #3 could be ‘At the <b>conclusion</b> of the play, everyone clapped.’”</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>Divide students into groups and distribute game charts to each student. You could say:</b>  “Get into your groups and find an open game board. If you have the <b>plot, sequence, culture</b> or <b>spiral</b> game boards, work together with your group on a definition to report to the class.” <b>(have students define plot, sequence, culture and spiral; help with definitions if necessary)</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>You could say:</b>  “Now it’s time to play the game. This time you have eight word boards to mark on your game chart. Begin with the word game board in front of you. Answer your question for that word and mark an X in the box on your game chart when you get it correct. When you’re finished with the word and see another game board open, move to that word game board and begin answering questions for that word. If you finish all eight words, you can switch numbers with someone in your group and begin again, collecting even more Xs. When we’re finished, we’ll compare charts.”  <b>Circulate the room to monitor and support students as they play the game.</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>  “Let’s practice one more time all together...”</p> <ul style="list-style-type: none"> <li>• Which one of our words describes the end of something? (<b>conclusion</b>)</li> <li>• Which word is a synonym for <i>connect</i>? (<b>associate</b>)</li> <li>• A wedding is an example of which word? (<b>ceremony</b>)</li> <li>• Which word is the opposite of <i>silly</i>? (<b>solemn</b>)</li> </ul> <p>You really know these words. Now you can use these words in talking and writing. Let’s practice using these words today.”</p>

# Game Chart

## Fiction – Lesson 20



**Directions:** Choose a number from 1-4. For each word, answer the question assigned. After your group agrees that you are correct, X out that number on the chart. When all four members have answered, move to the next word.

Member	plot	sequence	spiral	culture	solemn	associate	conclusion	ceremony
1	1	2	3	4	1	2	3	4
2	2	3	4	1	2	3	4	1
3	3	4	1	2	3	4	1	2
4	4	1	2	3	4	1	2	3

**Directions:** Choose a number from 1-4. For each word, answer the question assigned. After your group agrees that you are correct, X out that number on the chart. When all four members have answered, move to the next word.

Member	plot	sequence	spiral	culture	solemn	associate	conclusion	ceremony
1	1	2	3	4	1	2	3	4
2	2	3	4	1	2	3	4	1
3	3	4	1	2	3	4	1	2
4	4	1	2	3	4	1	2	3



Definition with  
one example

1

Two related  
words

2

**associate**

Sentence

3

Why would  
your parents  
care who you  
**associate** with?

4



Definition with  
one example

1

Two related  
words

2

## **conclusion**

Sentence

3

Why would an  
author need a  
**conclusion?**

4



Definition with  
one example

1

Two related  
words

2

**ceremony**

Sentence

3

Why do you think  
we have  
**ceremonies?**

4



Definition with  
one example

1

Two related  
words

2

**solemn**

Sentence

3

Why is it  
important  
to be **solemn**  
sometimes?

4



## WEEKLY LESSON PLANNER

### FICTION

Week 6	Lesson 21	Assessments	Assessments	Assessments
<b>Lesson Type</b>	<b>Integration Practice</b>	<b>SMWYK</b>	<b>SMWYK</b>	<b>SMWYK</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Retell a story including the <i>setting</i>, <i>characters'</i> internal states, and a <b>sequence</b> of events.</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><u>Togo</u> by Robert J. Blake</li> <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>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>Chart paper, document camera, or interactive whiteboard </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> <li>Retell group cards for 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>



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Prep Materials



Preview the Text



Game



Save Materials



LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	INTEGRATION PRACTICE 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 OBJECTIVE:</b> <ul style="list-style-type: none"> <li>Retell a story including the <i>setting</i>, <i>characters'</i> internal states, and a <b>sequence</b> of events.</li> </ul>		
<b>TEACHING TECHNIQUE:</b> <ul style="list-style-type: none"> <li>Retelling</li> </ul> <b>LESSON TEXTS:</b> <ul style="list-style-type: none"> <li><u>Togo</u> by Robert J. Blake</li> <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 STRUCTURES FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>Small Groups (4–5)</li> <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 #21</li> <li>Retell group cards for Lesson #21</li> </ul>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <ul style="list-style-type: none"> <li><b>Before the lesson...</b> Cut apart the retell group cards for this lesson. You can either assign the cards to groups or let them choose the story they want to retell. Each group will choose a narrator and <i>character</i> roles and then practice retelling the story.</li> <li>Students will practice dialogue with a partner during the We Do routine and then form groups of 4-5 for the retell activity in the You Do section.</li> <li>Display Teacher Journal Lesson #21, which includes story maps for the three lesson texts.</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>          "How many of you watched a TV show or a movie last night? Did you know that what you're really watching is a retelling of a story, just like we've been doing for the books that we've read? Today our purpose is to practice retelling one of the three stories that we've read, but this time each group will choose a narrator and <i>characters</i> to say the dialogue. You will talk to each other like you're the <i>characters</i>. Dialogue is a way for the audience to understand the <i>characters</i> and the plot of the story. When you can act out a story, you really understand 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>Display Teacher Journal Lesson #21. You could say:</b>          "Up here I have the story maps for the books we've read. This is the map of <u>Henry and the Kite Dragon</u>. In my retelling, I'll want to tell the story elements in the correct order and include what the <i>characters</i> are feeling. I'll also include dialogue between <i>characters</i>. For this story, I'll be the narrator and show you how Henry, Tony, and Mr. Chin might talk to each other. Then I'll let you practice before you get into your groups.</p> <p>"As the narrator, I'll begin the story with the <i>setting</i> and introduce the <i>characters</i>...</p> <p style="padding-left: 40px;">'It was 1920 in New York City. Many different groups of people lived in the tall buildings and narrow streets of the city. In Chinatown, there were many shops that sold delicious Chinese food. In the next neighborhood, the Italians lived in Little Italy. Henry Chu was eight years old, and he lived in Chinatown. He loved to fly kites with Mr. Chin, an elderly man who made beautiful kites...'"</p>	

	<p><b>Continue to retell the story, but include examples of what students playing Henry and Mr. Chin might say to each other. You could say:</b>  “Now I’ll start to think about what the <i>characters</i> in the story will say to each other.</p> <p>‘... So Mr. Chin and Henry made a beautiful butterfly kite. When they were finished, they took it to the top of the building...  <b>(add dialogue between Henry and Mr. Chin, speaking expressively)</b></p> <p>‘... Just then, a kid named Tony Guglione started throwing rocks at the kite until it fell to the ground. Then Tony smashed it! Henry was very angry...”</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>Help students generate ideas for dialogue as you continue to tell the story. You could say:</b>  “Now with your partner, you’re going to pretend to be either Henry or Tony. What would Tony say when he throws the rocks at the kite? What would Henry say? <b>(guide students as they think of dialogue for each <i>character</i>—Tony could yell, throw rocks and smash the kite, and Henry could say that they’ll make a new one)</b> Okay, I’m going to keep retelling the story now. You continue to help me think of dialogue.</p> <p>‘... The next day, Henry and Mr. Chin made a caterpillar kite. They flew it from the top of the building. The kite was stomped to pieces again... <b>(work with students to develop dialogue between Henry and Mr. Chin)</b></p> <p>‘... This time Henry was so angry, he wanted to fight with Tony, but Mr. Chin had a better idea. They gathered all the Chinese kids to work on a dragon kite. Before they even flew the kite, Tony and his friends started throwing rocks at the dragon kite. Then the Chinese kids were so angry, they ran to the park to fight with the Italian kids... <b>(work with students to develop dialogue between Henry and Tony at the park)</b></p> <p>‘... Just then, Mr. Chin started flying the dragon kite, but it scared a pigeon flying by...” <b>(prompt students to create Tony’s dialogue at this important part; for example: ‘Stop it! That’s my pigeon! The kites scare the pigeons and they fly away and never come back. Make it stop!’)</b></p> <p><b>Finish telling the story and developing dialogue. You could say:</b>  “Let’s wrap up the story and think of dialogue for the end.</p> <p>‘... Henry and Tony run to Mr. Chin and tell him not to scare the pigeons. Then they decide how to share the sky and become friends... <b>(develop dialogue for Henry and Tony)</b></p> <p>‘... So the Chinese and Italian kids decided to fly kites in the morning and pigeons in the afternoons. And they started playing together in the park.”</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 four or five and pass out the retell cards. You could say:</b>  “With your group, choose a story to retell: <u>Henry and the Kite Dragon</u>, <u>Chicken Sunday</u>, or <u>Togo</u>. Decide who will be the narrator and who will play the <i>characters</i>. Then you can start practicing the narration and dialogue with your group. The story maps for each story are posted to help you remember to include all the story elements in the correct order and to include the <i>characters</i>’ feelings. When you’ve practiced twice, we’ll ask some of the groups to present their story to the class.”</p> <p><b>Circulate the room to help students incorporate story elements and dialogue. As time allows, have groups who would like to present perform their retells for the class.</b></p>

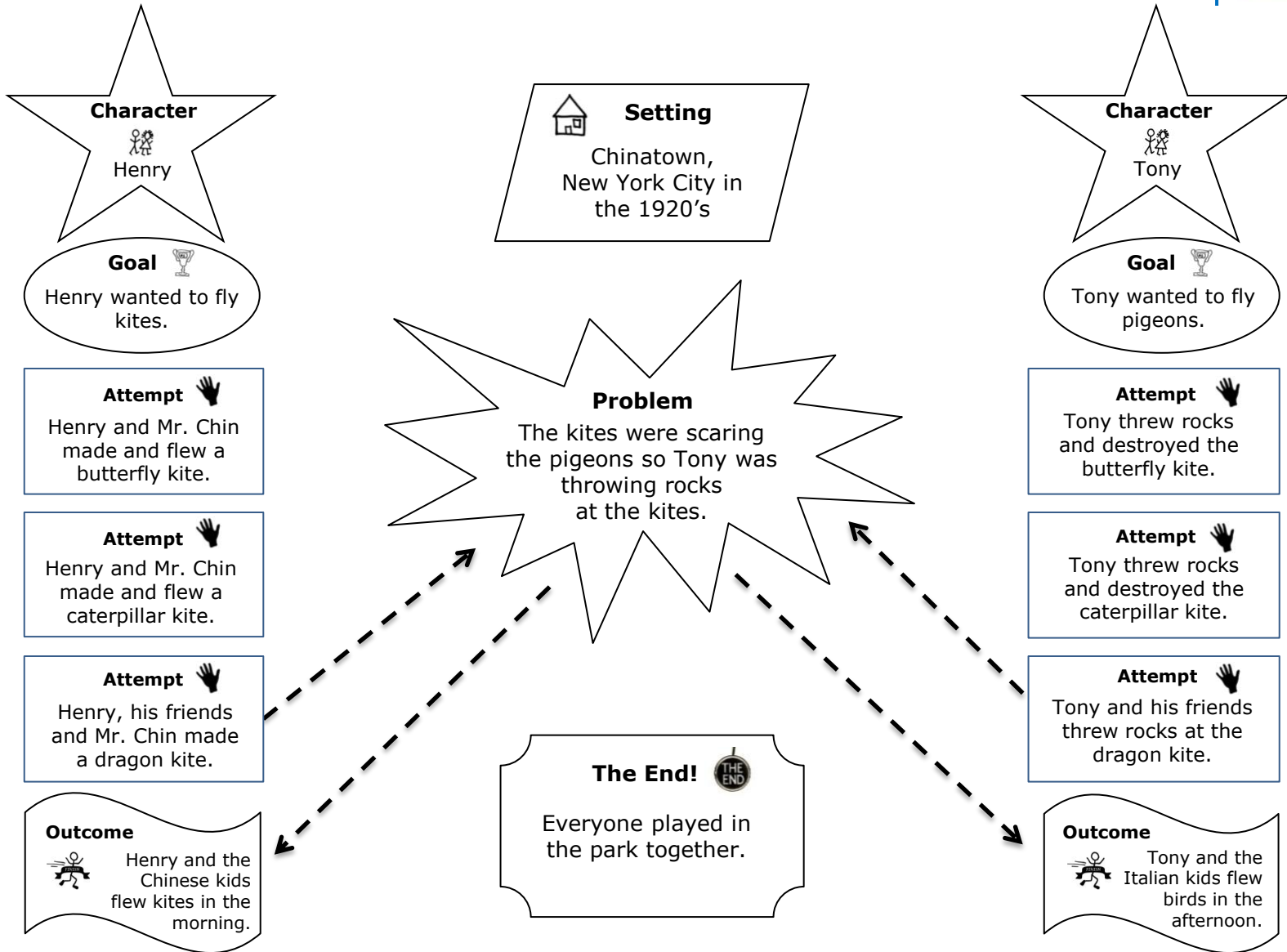
**CLOSE**

**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:**

“Retelling stories is a very good way to remember a story. We used a story map to tell the story in the correct order and to include what the *characters* were feeling. Tell your partner what else we included today... Yes, dialogue! Put your thumbs up if you thought it made the stories more interesting... I agree! One place you can use dialogue is in your writing. Using dialogue in your writing makes it more interesting. Good writers include dialogue to help their readers understand and remember the story. It helps them stay interested. You can do that, too.”

# Henry and the Kite Dragon



## Chicken Sunday



### Setting

Town or city; before Easter; **neighborhood with many different cultures**

### Characters



Patricia  
Stewart  
Winston

Love Ms. Eula because she does so many good things for them; want to show her how much they love her

### Minor Characters



Ms. Eula  
Mr. Kodinski

Loves to sing; she's a good grandmother to the children—fixes them dinner—takes them to church

Yelled at boys throwing eggs at his store; blamed the kids; then saw they were good kids

### Attempt

try to ask Mr. Kodinski for a job; **They were afraid of Mr. Kodinski but wanted to earn money for Ms. Eula's hat.**

### Goal

to buy Ms. Eula an Easter hat **so they can show her they love her.**

### Attempt

**They made eggs for Mr. Kodinski even though they were afraid; They sell them at Mr. Kodinski's shop.**

### Outcome



They get blamed for throwing eggs; **they feel very ashamed.**

### The End!

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

### Outcome



Mr. Kodinski **realizes the kids are good kids and gives them Ms. Eula's hat.**

Togo



**Setting**

Nome, Alaska in January, 1925 during an outbreak of diphtheria



**Characters**

Seppala, Togo and the dogsled team



**Goal**

To get the diphtheria serum from Nulato to Nome, Alaska as quickly as possible



**Attempts**

- Left Nome, went fast at first
- weather got bad, only short rests
- Crossing Norton Bay was hard
- Found dog team with the serum
- had to take serum back across Norton Bay against the wind
- Dogs got weaker and weaker, skin froze, eyes froze shut
- Sled overturned and lines got tangled
- Jens and Smokey couldn't go any farther
- Finally Togo and Seppala led the team to the town



**Outcome**

Another dogsled team takes the serum to Nome; Togo never races again



<p>Characters needed for <u>Henry and the Kite Dragon</u>:</p> <p><b>Narrator, Henry, Mr. Chin, Tony</b></p>	<p>Characters needed for <u>Henry and the Kite Dragon</u>:</p> <p><b>Narrator, Henry, Mr. Chin, Tony</b></p>	<p>Characters needed for <u>Henry and the Kite Dragon</u>:</p> <p><b>Narrator, Henry, Mr. Chin, Tony</b></p>
<p>Characters needed for <u>Chicken Sunday</u>:</p> <p><b>Narrator (Patricia), Stewart, Winston, Ms. Eula, Mr. Kodinski</b></p>	<p>Characters needed for <u>Chicken Sunday</u>:</p> <p><b>Narrator (Patricia), Stewart, Winston, Ms. Eula, Mr. Kodinski</b></p>	<p>Characters needed for <u>Chicken Sunday</u>:</p> <p><b>Narrator (Patricia), Stewart, Winston, Ms. Eula, Mr. Kodinski</b></p>
<p>Characters needed for <u>Togo</u>:</p> <p><b>Narrator, Togo, Seppala, Smokey</b></p>	<p>Characters needed for <u>Togo</u>:</p> <p><b>Narrator, Togo, Seppala, Smokey</b></p>	<p>Characters needed for <u>Togo</u>:</p> <p><b>Narrator, Togo, Seppala, Smokey</b></p>

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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>
<b>Materials</b>			
<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
<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 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>		
<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>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</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>	
<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>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<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>	
<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 YOU DO. Show a completed sample if appropriate.</b>	

<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>

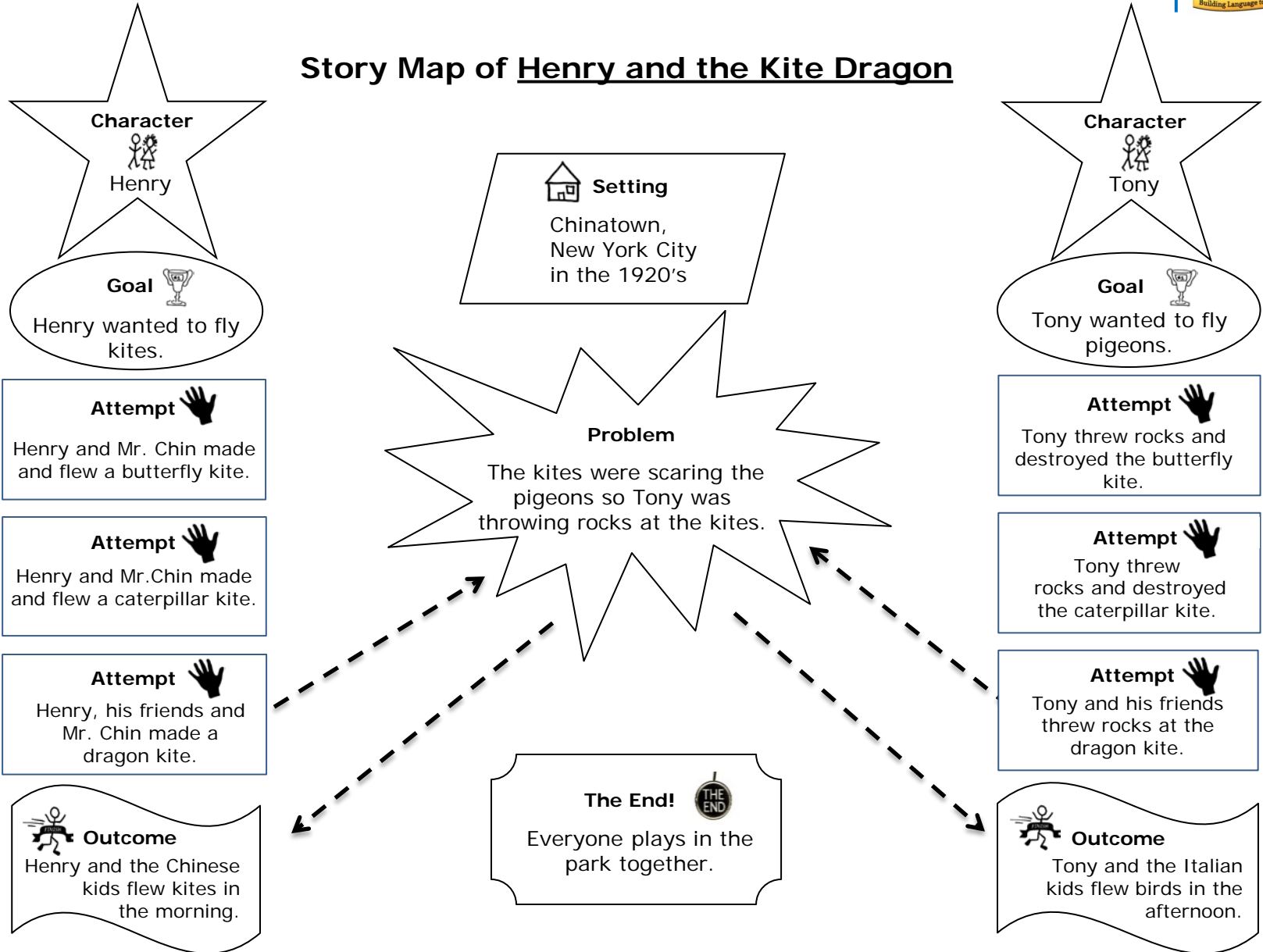
LET'S KNOW! GRADE 3	FICTION CYCLES AND SEQUENCES	STRETCH AND REVIEW LESSON 23
<b>SHOW ME WHAT YOU KNOW!</b> We will use cycles and <b>sequences</b> in fiction to write and illustrate our own books.		
<b>Teaching Objectives:</b> <ul style="list-style-type: none"> <li>• Use results of the SMWYK assessments 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>		
<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>• Selected by teacher</li> </ul> <b>TALK STRUCTURE FOR WE DO/YOU DO:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</li> </ul>	<b>LESSON MATERIALS YOU PROVIDE:</b> <ul style="list-style-type: none"> <li>• Selected by teacher</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>	
<b>SPECIAL INSTRUCTIONS FOR THIS LESSON:</b> <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>		
<b>LESSON ROUTINE</b>		
<b>SET</b>	<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>	
<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 YOU DO. Show a completed sample if appropriate.</b>	

<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 elements 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.

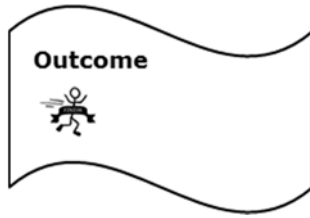
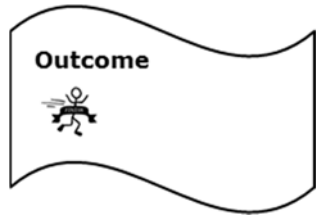


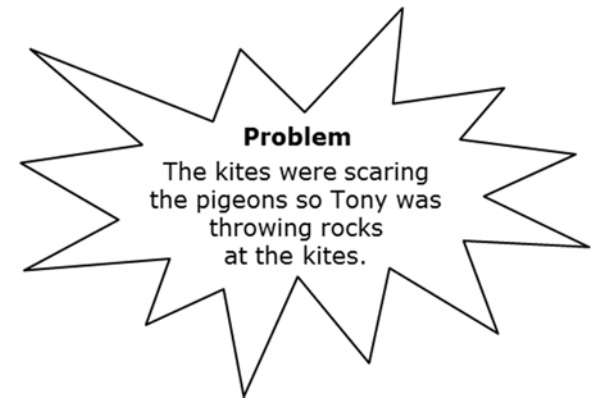
Henry and  
the Kite  
Dragon

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  
ISBN-13: 978-0547550213

*Little Sap and Monsieur Rodin*  
by Michelle Lord  
ISBN-10: 1584302488  
ISBN-13: 978-1584302483

*Clementine*  
by Sara Pennypacker  
ISBN-10: 0786838833  
ISBN-13: 978-0786838837

*Ruby's Wish*  
by Shirin Yim  
ISBN-10: 0811834905  
ISBN-13: 978-0811834902

*Dinosaurs Before Dark*  
by Mary Pope Osborne  
ISBN-10: 0679824111  
ISBN-13: 978-0679824114

*Seaward Born*  
by Lea Wait  
ISBN-10: 0689848609  
ISBN-13: 978-0689848605

*The Matchbox Diary*  
by Paul Fleischman  
ISBN-10: 0763646016  
ISBN-13: 978-0763646011

*Eli*  
by Bill Peet  
ISBN-10: 0395366119  
ISBN-13: 978-0395366110

*Flat Stanley*  
by Jeff Brown  
ISBN-10: 0061129046  
ISBN-13: 978-0061129049

*Judy Moody Was in a Mood*  
by Megan McDonald  
ISBN-10: 0763648493  
ISBN-13: 978-0763648497

*Bunnica*  
by Deborah Howe  
ISBN-10: 1416928170  
ISBN-13: 978-1416928171

*Half and Half*  
by Lensey Namioka  
ISBN-10: 0440418909  
ISBN-13: 978-0440418900  
(out of print)

*7 x 9 = Trouble*  
by Claudia Mills  
ISBN-10: 0374464529  
ISBN-13: 978-0374464523

*The Lorax*  
by Dr. Seuss  
ISBN-10: 0394823370  
ISBN-13: 978-0394823379

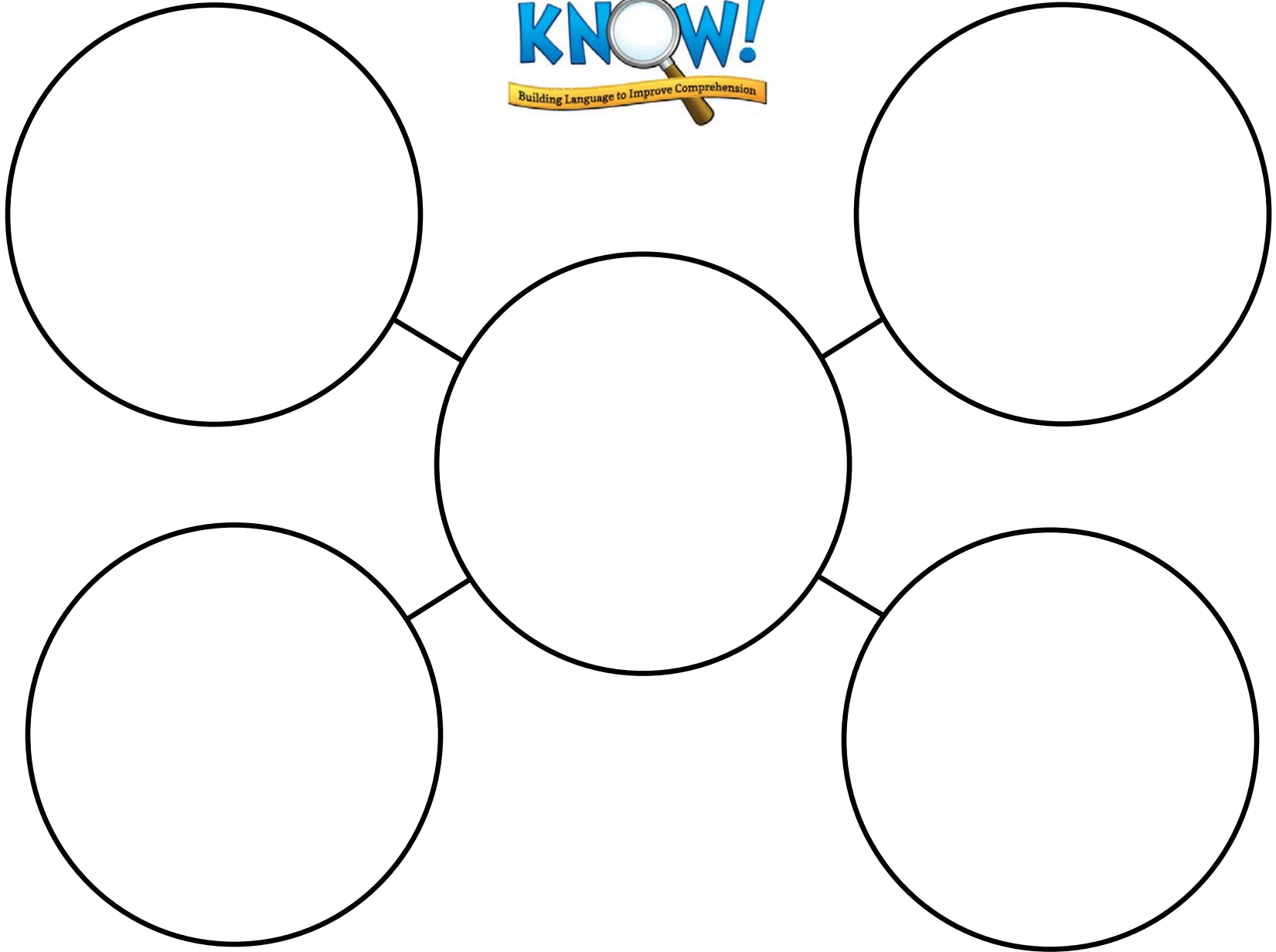
*Hurricane*  
by David Wiesner  
ISBN-10: 0547064330  
ISBN-13: 978-0547064338

*The Junkyard Wonders*  
by Patricia Polacco  
ISBN-10: 0399250786  
ISBN-13: 978-0399250781

*The Red Rose Box*  
by Brenda Woods  
ISBN-10: 0142501514  
ISBN-13: 978-0142501511  
(out of print)

*Fantastic Mr. Fox*  
by Roald Dahl  
ISBN-10: 0142423432  
ISBN-13: 978-0142423431

*Wings*  
by Christopher Myers  
ISBN-10: 0590033778  
ISBN-13: 978-0590033770





# 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

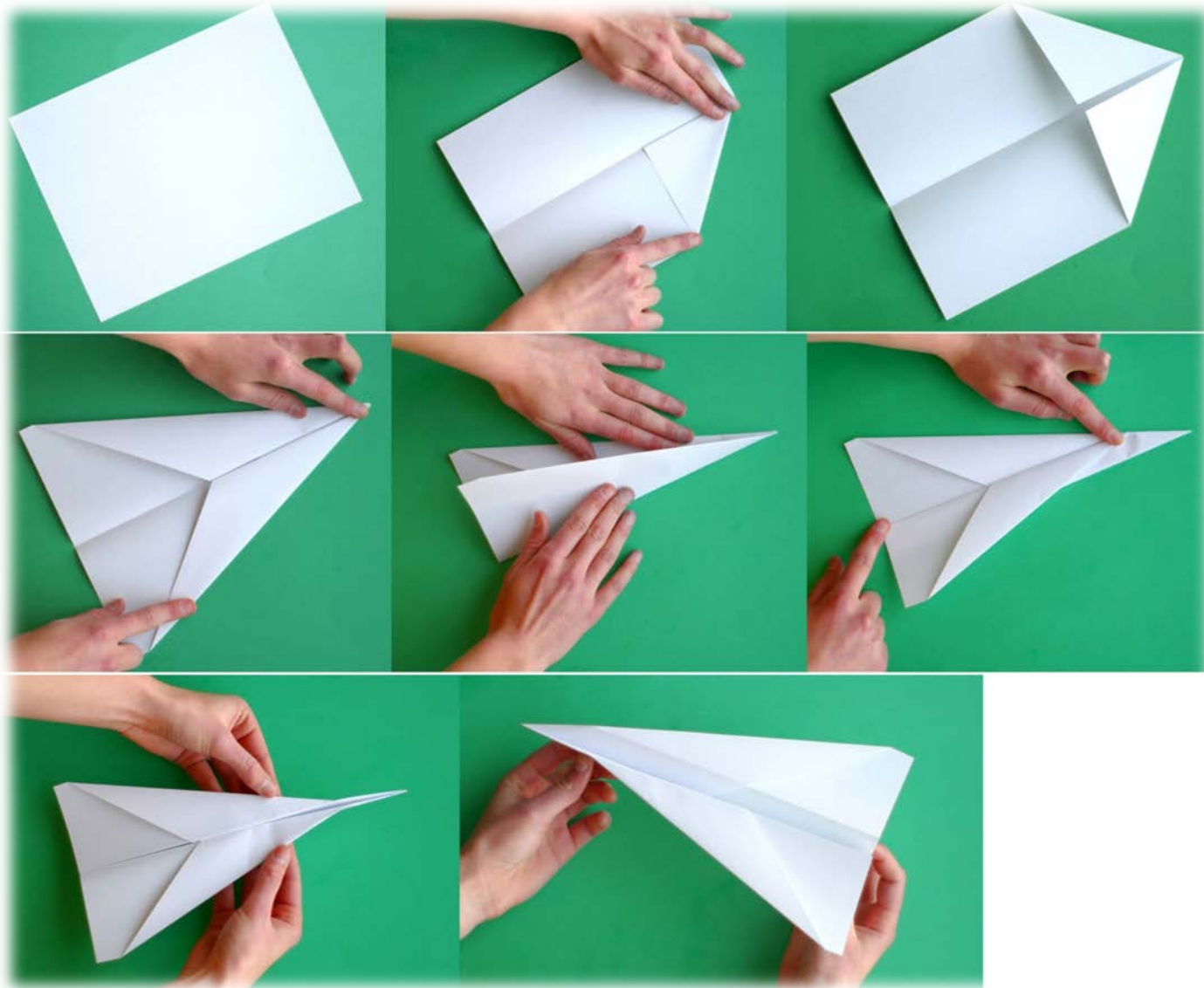




# Spiral

A pattern that winds  
around in circles

# Sequence







Vocabulary Picture Card  
Fiction – Word 2 – 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

**LARRC**

Language and Reading Research Consortium

ASU • KU • LU • OSU • UNL

# 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 and ideas and traditions of a group of people helps you to understand them better.



## WRAP Set 1 – Lesson 6

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 7

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 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 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.

We blew up the balloon, 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 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 and their ideas and traditions that we can't see in our own community.



## WRAP Set 4 – 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 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.