

# DECEMBER

*ignited literacy*

## **Week #3**

Rent Party Jazz

# DECEMBER TEXTS

## Week #1

Enemy Pie

by: Derek Munson

## Week #2

Strega Nona

## Week #3

Rent Party Jazz

# WELCOME

Dear Teacher,

Thank you for your purchase of Ignited Literacy. It is my hope that you enjoy using this method of teaching language arts as much as I do in my own classroom.

This is one unit in a series of units that will have you spiralling your teaching all year long. Gone are the static units of study or the 6 week cycles of learning. The purpose of this series is to teach similar concepts throughout the year and to give students lots of time to practice at their own pace.

The basis of this program revolves around the weekly use of mentor texts that your students are working on. Leveraging student interest, and their readiness within our classrooms makes highly engaged students. Ignited Literacy allows you to integrate principals of inquiry based teaching practices, and full differentiation within your classroom.

For more information on how to implement this type of instruction, please see the videos here: [fb.me/madlylearning](https://fb.me/madlylearning).

Sincerely,

Patti Firth

Madly Learning Inc.

# GETTING STARTED

**Time:**

These lessons are based on a 100 minute block of literacy instruction each day. Each learning period can be broken up as shown below.

**Teacher Directed Lessons:**

Each day there are two 20 minute sessions of teacher directed lessons. These lessons include shared, guided, modelled and group work activities that are built around the skills from each text.

Typically, one “TD” session is focused on reading and the other on writing.

The teacher also has time during student independent work-time to meet with students in guided reading groups as well as student-teacher conferences.

**Student Activities:**

There is a tremendous amount of choice during the independent portions of this series of lessons. Students will cycle through two learning activities each day and have 4 tasks to complete by the end of the week. These four activities include: “Work on Writing”, “Respond to Reading”, “Mentor Passages”, and “Spelling”.

**Writing:**

Students will choose what they want to independently write about. Options are given, but the focus is more on building authentic writing tasks that students are interested in. Developing a student’s writing skill is easier when they are invested and care about what they are writing.

Each week students will work on a writing assignment. When their writing is simple then a good goal would be to have them write one draft of writing each week. As their texts become more complex and detailed, they can work with you, the teacher, to negotiate deadlines to meet their individual needs. Three times a year students will take a selection of drafts and work on taking these through the publishing stages of the writing process.

Understanding that not all work is worth taking through the writing process. Publishing only a selected few will develop a stronger sense of their voice as a writer.



# GETTING STARTED

## **Reading:**

Students will work with you during guided reading sessions to practice and demonstrate their understanding of texts. Through this students can work on developing their comprehension skills in a more targeted way.

Students will also take time to respond to reading tasks. They will answer questions, develop their opinions, share their connections, and apply their knowledge to show that they have developed a deeper understanding of the books that they have read.

Students will respond both to oral texts as well as independently read texts. Differentiated texts are provided so that students can each read a version of the text that is most appropriate to their reading levels.

## **Word Work:**

Spelling and grammar are best taught in context. With this in mind, teaching these contexts using mentor passages will help to build their knowledge of the building blocks of language but in the context of a larger theme and rich text examples.

Students are always in different places when it comes to spelling so it is imperative that spelling lists are differentiated. Each week words are provided to the teacher to provide to their students. Students should also be collecting misspelled words from their own writings and recording them on a large list into their notebooks or personal dictionaries. These two word lists should be combined for each student and they should work on learning to spell these words correctly each week.

Also, each week students will be given a passage taken from the text. This passage will have examples of a grammar rule that will be the weeks' focus. Following an inquiry based sequence students will read the sentence and take notice of some of the things about the sentence. Teachers will prompt them through questioning to focus in on key features of the passage that highlight the grammar focus rule. From there students will independently edit and revise a mentor passage from the text which allows them to apply their new knowledge of this grammar rule by correcting the sentence.

# 100 minute DAILY LANGUAGE ARTS SCHEDULE

In a 100 minute literacy period, your schedule could look like the one below. Students should begin each literacy period with independent reading. Then, there will be the teacher/student directed lesson for reading. The week begins with Modelled reading of a mentor text and as the week progresses, the teacher will gradually release responsibility to include more shared reading opportunities with a portion of the text or another text with a similar subject. Students will work on independent tasks related to the learning of the week.

Here is a sample weekly schedule from this program.

	Independent Reading	Teacher Reading	Student Working	Teacher Lesson Writing	Students Working	Consolidation (teacher choice)
	10 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	10 Minutes
Monday	Independent Reading	Read Aloud	Student Working	Writing Form	Student Working	Chapter Book Read Aloud
Tuesday	Independent Reading	Read Aloud	Student Working	Grammar	Student Working	Consolidation
Wednesday	Independent Reading	Oral Communication	Student Working	Writing Process	Student Working	Chapter Book Read Aloud
Thurs	Independent Reading	Shared Reading	Student Working	Writing Form	Student Working	Consolidation
Fri	Independent Reading	Shared Reading	Student Working	Grammar/Spelling	Student Working	Chapter Book Read Aloud

# ABOUT THE BOOK

Sometimes books can be hard to source. I have tried to choose books that are popular in school libraries or book rooms. These books are also a part of many public library collections. When possible some of these books are available online either through EPIC, TUMBLE BOOKS, or there are readings on YOUTUBE.

If you cannot find the book listed here for this lesson, then I would recommend finding a book with a similar lesson or theme. Some of the activities that are book specific may need to be altered to suit the substitute book, but these will often be simple changes that will not alter a significant portion of your lesson.

For this week:

Story Book Online



or



<https://www.youtube.com/watch?v=JvKaVLLXa30>

## OTHER ALTERNATIVE TEXTS COULD INCLUDE:

Amazing Grace

# TEACHER DIRECTED LESSON PLANS

## curriculum expectations

The following is an outline of the expectations explored in this week's lesson. For more detailed assessment notes please see the assessment pages at the end of this package.

ORAL	WRITING	READING
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.	1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	1.3 - identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details	2.1 Write more complex texts.	1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning	2.8 - Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.	1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.
	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.	1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.
		2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

# TEACHER DIRECTED LESSON PLANS

## week three

	TDT #1	TDT #2
<b>M</b>	<p><b>Read Aloud: Rent Party Jazz</b></p> <p>Activate prior knowledge: What is rent? How are the different ways to pay for a home? (This can be related to financial literacy)</p> <p>Read through the first part of the story stop where indicated.</p>	<p><b>How to write a persuasive letter - Brainstorming the Ideas</b></p> <p>Sometimes students will struggle with coming up with conflicting ideas that could be debated. Using the <a href="#">Debate Task Cards</a>, distribute these to students and have them turn and talk, and discuss the topic on the card.</p> <p>With your class, choose one topic that they can write about.</p>
<b>T</b>	<p><b>Read Aloud Rent Party Jazz</b></p> <p>Read the remaining parts of story.</p> <p>Use the questions on the read aloud guide to reflect on the themes and ideas in the story.</p>	<p><b>Grammar and Spelling</b></p> <p>Students will learn about three different types of sentences and the punctuation that belongs at the end of each sentence. As a whole group review the different punctuation marks (period, question mark, exclamation mark) identify why we end our sentences with these marks.</p> <p>Then provide students with sample sentences and sort them into the three categories.</p>
<b>W</b>	<p><b>What is Bias</b></p> <p>Students will look at understanding bias and point of view.</p> <p>Read the statements and identify the point of view of the author and which words in the statements highlight the bias.</p>	<p><b>How to write a persuasive letter - Planning the content</b></p> <p>Brainstorm a few points with your students about how they could convince someone of their position on their chosen topic.</p> <p>Write these arguments down and include reasons why. Use JOT notes to record ideas.</p>

# TEACHER DIRECTED LESSON PLANS

week two

	TDT #1	TDT #2
Th	<p><b>Media: Understanding Bias - See <a href="#">Teacher's Note</a> on this lesson first.</b></p> <p><b>Look at word choice and how words are used to help understand bias.</b></p> <p>Read <a href="#">Word Choice and Bias</a> — these two paragraphs were written based on the same facts collected from the Vancouver's Homelessness Survey Summary Report. Yet both present a different perspective on homelessness.</p> <p>Have students look at the two paragraphs, and determine how the use of word choice in the highlighted texts show bias. An <a href="#">Answer Key</a> is provided for your convenience.</p>	<p><b>Persuasive Letter - Writing the Letter</b></p> <p>Using JOT notes, write the persuasive letter with students. You could also write this beforehand based on what you have discussed with students.</p> <p>See the <a href="#">Persuasive Letter Success Criteria</a> list and <a href="#">Sample Letter</a> to help show students the steps of writing persuasive correspondence.</p>
	F	<p><b>Spelling</b></p> <p>Working in partners, students will use their 10 words to quiz each other and have a spelling test.</p> <p>Students will record their results in their notebooks.</p> <p>They will then choose their next 10 words. Their words should come from their own personal bank of misspelled words or from their personal dictionaries.</p>

# READ ALOUD GUIDE

questions, think alouds, discussion prompts

## "Rent Party Jazz"

page	Prompt
	What is rent? and What is Jazz? What to you think Rent Party Jazz means and what might this book be about.
	Based on some of the information the author uses to introduce the text what time period do you think this story takes place.
	Sometimes when a parent loses their job it is stressful. Why did Mom refuse help from her child and encourage them to stay in school and learn?
	Why do you think seeing Happy Jack made Sonny feel worse about Momma and the rent money.
	Sometimes when I am really sad it is hard for me to see people happy. It almost feels like I feel invisible or that they don't see my pain. When you are going through difficult emotions it is hard for people around you to know how you feel when you don't tell them.
	Why do you think Sonny stayed listening to the jazz each day?
	What does he mean "they did the same thing to coloured folks" What is the author implying here about the community he is from and the community Sonny lives in. What does this say about the actions of the 'rent man' - (unfair treatment of blacks, biased rent practices that were harsher on black folks than white folks) <a href="#">read more here</a>
	Would you consider Smiling Jack a hero?
	Why is Momma so doubtful? Do you think that Sonny's plan is going to work?
	Have you ever been to a party where everyone brings some food?
	How does a party raise money for Sonny's rent? Why would people put money in the bucket?
	Why didn't Momma or Jack keep the extra money? What does that tell you about their character?
	If smiling Jack does go ahead and do this in every community what might that tell you about persistent problems in many communities?
	How does a rent party help the people in the community?

Be the  
**START**  
of something  
good

- unknown



**Should cell phones be allowed in schools or should they be banned?**

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**Should hunting be banned as a sport?**

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**If you find \$100 dollars is it yours to keep?**

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**Is year round school a good idea?**

© Madly Learning Inc. 2018

**Should all  
schools  
have  
uniforms?**

© Madly Learning Inc. 2018

**Should junk  
food be  
banned  
from  
schools?**

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**Should  
there be a  
limit on the  
amount of  
screen  
time a child  
has per  
day?**

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**Should  
children  
under 14 be  
banned  
from all  
social  
media?**

© Madly Learning Inc. 2018

**Should  
bullying be  
a criminal  
offence?**

© Madly Learning Inc. 2018

**Should all  
zoos be  
eliminated?**

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**What is  
better:  
  
MAC or PC?  
  
Apple or  
Android?**

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**Should  
children  
under 16 be  
allowed to  
play violent  
video games  
such as  
Fortnight?**

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**Should all  
eligible  
citizens be  
required by  
law to  
vote?**

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**Are  
professional  
athletes paid  
too much?**

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**Should  
students be  
allowed to  
fail a grade  
in  
elementary  
school?**

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**Should  
students be  
required to  
'show their  
work' in  
math?**

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# READING FOR MEANING

## *the 3 read strategy*

### **First Reading**

- Identify the words and details that you are unsure of.

### **Second Read**

- What is the main idea or GIST of the text?

### **Third Read**

- Dig deep into understanding the text. Make inferences and connections within, between and beyond the text.

# MEDIA LITERACY TEACHER'S NOTE

Presenting bias to your students can be tricky and must be handled carefully by teachers. This is an invaluable lesson for students to learn since they are confronted with biased news and sources frequently in media today. Teaching students to recognize and identify bias, stereotypes, and prejudice is of paramount importance.

The following example has facts that were taken by the research conducted by Metro Vancouver and compiled in their final report found [here](#)

The two paragraphs that were written using these facts have biased content. While some of the sentences are the same, the tone and bias is quite different. These were written to highlight biased language that emphasizes stereotypes and prejudices about homelessness, mental illness, indigenous people, and individuals with low income.

Together these articles highlight the stark differences between two perspectives. However without the comparison of these two articles, students may not inherently see the bias that is contained within. Biased writing is most effective and convincing when the bias is subtle and based on common narratives that reinforce stereotypes. Facts (alternative facts), are easily altered or manipulated to support a biased narrative.

It is important you highlight these lessons for students so that they don't misinterpret the messages within the biased examples.

The included examples are very real, and very gritty. If you, or any of your students may be sensitive to this, I would advise sourcing alternate materials.

# IDENTIFYING BIAS

**BIAS:** prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

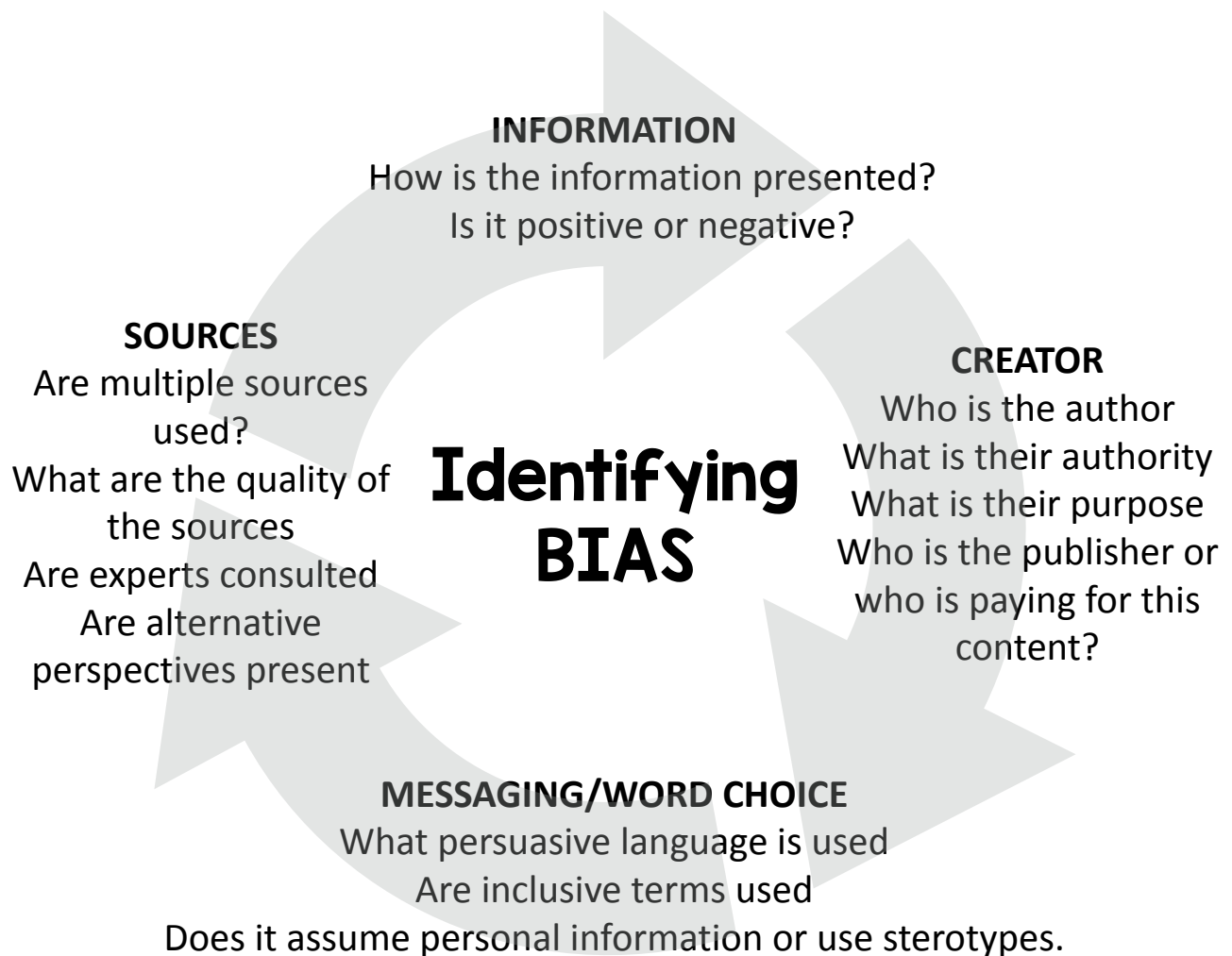
## HIDDEN

Many people don't always see their biases.

BIAS  
CAN BE

## OBVIOUS

Sometimes the bias is clear and unfair.



# WORD CHOICE AND BIAS

## Vancouver Homelessness Volunteer Survey Data 2017

- 3605 experienced homelessness
- Homelessness has increased 30% since 2014
- 50% of the homeless said high rent, lack of income is their primary reason for homelessness.
- 23% of homeless were elderly.
- 16% were youth.
- 72% were male and 27% female
- 34% were aboriginal
- 51% had been homeless for over a year
- 83% reported a health concern such as addiction (53%), medical condition (44%), disability (33%), mental health issue (38%), as contributing factors to their homelessness.
- 21% of those surveyed had a job.

### Help the City's Homeless People

There are too many homeless people in the city of Vancouver. The number of people that are homeless has **grown 30%** since 2014. Unfortunately, there are now 3605 people who are homeless in the city. The majority of the city's homeless are men at 72%. Many of the city's homeless also **suffer** from medical conditions such as mental health issues, physical disabilities, addiction issues, and illnesses. Despite 21% of homeless people **having jobs**, the high rent and low income continue to prevent people from getting housing here. Most of those surveyed said they have been homeless for over a year. Also, **too many** (35%) of the city's homeless are Indigenous peoples which is much higher than it should be. The city needs to do something immediately to **help prevent** homelessness from continuing so people don't need to live on the streets.

### Homeless People are a Problem

There are too many homeless people in the city of Vancouver. There are now 3605 people who are homeless in the city. This is **30% more** than there were in 2014. Not surprisingly, men make up the majority of those that are homeless at 72%. There are many reasons why people are homeless. Most of homeless have **big problems** too. They **have** mental health problems, they are sick, disabled or have addiction problems. Also, **a large number** of homeless in the city are Indigenous peoples. Furthermore, another big problem is that most of the city's homeless **don't have jobs**, and have been homeless for over a year. Although rent is high and incomes are low many could seek housing elsewhere but don't. The city needs to **deal with** this **nuisance** and **remove these people** off the streets.



# ANSWERS: PARAGRAPH #1

## Help the City's Homeless Peoples

1. There are too many homeless people in the city of Vancouver.
2. The number of people that are homeless has **grown 30%** since 2014.
3. Unfortunately, there are now 3605 people who are homeless in the city.
4. The majority of the city's homeless are men at 72%.
5. Many of the city's homeless also **suffer** from many medical conditions such as mental health issues, physical disabilities, addiction issues, and illnesses.
6. Despite 21% of the homeless people **having jobs**, the high rent and low income continue to prevent people from getting housing here.
7. Most of those surveyed said that they have been homeless for over a year.
8. Also, **too many** (35%) of the city's homeless are Indigenous peoples which is much higher than it should be.
9. The city needs to do something immediately to **help prevent** homeless people from living on the streets.

- 1) This is the same opening sentence in both paragraphs.
- 2) Grown 30% highlights that the problem is getting worse.
- 3) The word 'unfortunately' highlights the author's perspective on the problem of homelessness.
- 4) Majority are men.
- 5) 'Suffer' places homelessness as something that happens to someone instead of being a choice of that individual.
- 6) Highlights and challenges a common stereotype that homeless are unemployed and lazy.
- 7) In context with the other facts this is interpreted as unfortunate.
- 8) 'Too many' and 'more than there should be' frames that too many homeless are Indigenous which is disproportionate with the regular population.
- 9) The issue on homelessness relies on the city, and they need to take certain measures in order to prevent such an issue from further escalation.

# ANSWERS: PARAGRAPH #2

## Homeless People are a Problem

1. There are too many homeless people in the city of Vancouver.
  2. There are now 3605 people who are homeless in the city.
  3. This is **30% more** than there were in 2014.
  4. Not surprisingly, men make up the majority of those that are homeless at 72%.
  5. There are many reasons why people are homeless.
  6. Most of the homeless have **big problems**, too. They **have** mental health problems, they are sick, disabled or have addiction problems.
  7. Also, **a large number** of homeless in the city are Indigenous peoples.
  8. Furthermore, another big problem is that most of the city's homeless **don't have jobs** and have been homeless for over a year.
  9. Although rent is high and incomes are low many could seek housing elsewhere but don't.
  10. The city needs to **deal with** this **nuisance** and **remove these people** off the streets immediately to **help prevent the growth** of homelessness from continuing so people don't need to live on the streets.
- 1) This is the same opening sentence in both paragraphs.
  - 2) "Now" frames this statement as being an even larger problem.
  - 3) 'More than' highlights a growing nuisance.
  - 4) 'Not surprisingly' is a negative way to confirm a bias and stereotypes that most men are homeless and not in need of help. It also reinforces a stereotype that men 'be a man' that should fix his own problems.
  - 5) Similar sentence to the other paragraph.
  - 6) 'Big problems' exaggerates the problem of homelessness or the nuisance instead of crisis. Also the use of 'have' mental health problems vs suffers from mental health problems frames the mental health issue as being part of the person instead of something that is happening to the person.
  - 7) Biased interpretation of the problem.
  - 8) Although this is true, it focuses on only facts that support the narrative that homelessness is a nuisance.
  - 9) This statement places the responsibility of a person's homelessness on the individual. "They wouldn't be homeless if only..."
  - 10) 'Deal with the problem' also reinforces the negative view of homelessness.

# LETTER TO THE EDITOR

Dear Editor,

Last month, your magazine published an article about a neighbourhood in Vancouver called Gastown. The article talked about the neighbourhood's fancy restaurants, shops, and apartments. It also warned that "Many homeless people gather on Hastings Street nearby."

I am writing because I live in Vancouver. I have been a homeless person. I might even be one of the "homeless people" in your article. I am offended by the way that article described homeless people. Before you judge me for being homeless, please hear my story.

I was a student at Trinity Western University. This was a big deal, because I come from a low-income immigrant family. I was the first person in my family to go to University. I wanted to get an education and start my career because of the support I got from my high school counsellor. I was interested in studying psychology and becoming a school counsellor myself. I thought that University would help me achieve this dream. I did not realize that expensive tuition would turn into a major debt.

When I started University, I also worked a part-time job. I was always tired and barely slept. I tried to get good grades but I had to work to pay for tuition and living expenses. It was not long before I took student loans from the government. I thought I could pay that money back when I graduated. Before I could finish school, my grades dropped. I wasn't making enough money to pay for my tuition. I had to drop out after my third year of University. Just like that, all my hopes and dreams were gone.

That was one year ago. Since quitting school, I have been working as much as I can. Without an education, I can only find minimum wage jobs. They barely cover the cost of rent, food, and student loan payments. I do not have any relatives living on the West Coast. While looking for work, I had to live in homeless shelters.

Your magazine's article makes homeless people sound like criminals and nuisances. When I read the article, it made me feel angry and hurt. On top of facing a difficult situation, I felt like I was being judged. I was homeless, but I am not a bad person. I am not a threat or danger to anyone.

I am also writing on behalf of other homeless members of the community. They are often stereotyped by society. During these tough times, I have been treated more kindly by other homeless people than anyone else. They understand my situation and struggles. Most importantly, they do not judge me just because I am homeless.

I hope that in the future, your magazine is more careful about the way it describes homeless people. I also hope to remind you that homeless are people just like you. Each of us has a story, but not all of us have a voice. I hope this magazine uses its voice for good. I hope it empowers others instead of judging or stereotyping them.

Regards,

James Blake

# PERSUASIVE LETTER

## success criteria

- I know who my audience is and I have chosen my words and arguments to persuade them.
- I have clearly identified my opinion in my opening paragraph.
- I have 2-3 strong reasons for my opinion.
- I have backed up my reasons with many interesting and convincing facts and details.
- I have used words like 'should', 'could' or 'might'.
- I have written in present tense.

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- I have used words like 'should', 'could' or 'might'.
- I have written in present tense.

Dear Mom and Dad,

I really want a cat.

First, if we got a cat, then I would have a friend to play with other than always fighting with my sister. I know that you get annoyed with that, so just think about how much less annoyed you would be with me, and how awesome it would be to have an awesome friend.

I would promise to take care of the new cat. I know that sometimes my room is messy, but I am sure that a cat will encourage me to pick up my stuff. I think this because the cat could scratch holes in my clothes so I would be careful and put all of my laundry away which I know would make you happy.

Finally, the last reason that I want a cat is so that I could be responsible for taking care of someone other than me. I always watch both of my parent's running us kids around places. I would not do that to you. A cat would teach me responsibility and would help me to make sure that he is taken care of. Since you are always telling me that I need to be more responsible I think that a cat is the best solution.

In conclusion, a cat would help to give me a friend, it would remind me to keep my room clean, and it would finally teach me some responsibility.

Sincerely,

Tricia.

# types of PUNCTUATION



## THE QUESTION MARK

Used at the end of a  
interrogative sentence to ask a  
question.

*Do you like chocolate chip cookies?*

*Would you like to go to the park today?*

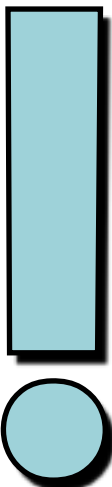
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## FULL STOP

Used at the end of a interrogative  
sentence to ask a question.

*I like chocolate chip cookies.*

*I want to go to the park today.*



## EXCLAMATION MARK

Used to show strong emotion or  
it can also be used to give a  
command.

*I love cookies so much!*

*Go to the park now!*

# types of PUNCTUATION

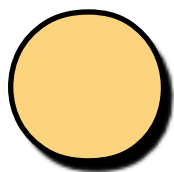


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**Used at the end of a interrogative sentence to ask a question.**

*Do you like chocolate chip cookies?*

*Would you like to go to the park today?*

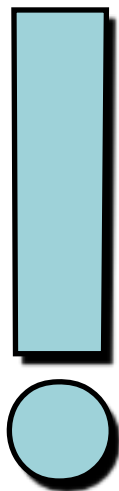


## FULL STOP

**Used at the end of a interrogative sentence to ask a question.**

*I like chocolate chip cookies.*

*I want to go to the park today.*



## EXCLAMATION MARK

**Used to show strong emotion or it can also be used to give a command.**

*I love cookies so much!*

*Go to the park now!*



Add the correct punctuation to the end of each sentence. Cut out and sort these sentences into punctuation the categories

Do you like to eat pizza with pineapple

My favourite subject in school is writing

Why is the car horn beeping

I want to be a doctor when I am older

I am wearing a red shirt and blue pants

Hurry, get out of there now

Does the bunny have a white tail

Go wash your hands

I would like to visit the zoo today

Eww, gross the apple is rotten

Which bagel would you like for lunch

I am very tired because I stayed late last night

I am so angry at you right now

Is it supposed to rain on Sunday

Wow what a beautiful day

My brother loves playing with his toys

Get out of my room

Why are you crying

# ANSWERS

colour coded to match the punctuation marks

Do you like to eat pizza with pineapple

My favourite subject in school is writing

Why is the car horn beeping

I want to be a doctor when I am older

I am wearing a red shirt and blue pants

Hurry, get out of there now

Does the bunny have a white tail

Go wash your hands

I would like to visit the zoo today

Eww, gross the apple is rotten

Which bagel would you like for lunch

I am very tired because I stayed late last night

I am so angry at you right now

Is it supposed to rain on Sunday

Wow what a beautiful day

My brother loves playing with his toys

Get out of my room

Why are you crying

# **GUIDED READING**

## **BRASS BAND BLUES**

# GUIDED READING NOTES

For this guided reading excerpt you will read the article, “[Brass Band Blues](#)”  
Students will read the article 3 times. Choose the article version that best suits your student’s reading level. There are two reading level options.

## TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting
<b>1.3</b>	<b>2.2</b>	<b>3.3</b>	<b>4.1</b>
Identify a variety of reading comprehension strategies and use them appropriately before during and after reading — predicting	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts.	Read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and audience.	Identify, in conversations with the teacher and peers or in a reader’s notebook, what strategies they found most helpful before, during, and after reading and how they can use these strategies to improve as readers.

## GUIDED READING GUIDE

<b>Read #1: Check For understanding</b>	<p>Build some background knowledge. Use the picture clues to help students gain a better understanding of the instruments and in an orchestra/brass band. ** Note that this story does not reference string instruments in some bands like school bands string instruments are not always represented.</p> <p>Have students read through the text independently. Ask them to highlight key vocabulary.</p> <p>Look for adverbs and adjectives used in the text. With students read the sentences they found with the adjectives or adverbs. Read the sentence again without the adjective or adverb. Discuss how the adjectives or adverbs add details and descriptions to the sentence.</p>
<b>Read #2: What’s the GIST?</b>	<p>If necessary read the text a second time.</p> <p>Have students identify the GIST of the text. Discuss the plot with students by identifying the characters, setting, problem, and solution.</p>
<b>Read #3: Dive deep</b>	<p>Explore with students the author's choice to tell the story from the perspective of the musical instruments.</p> <ul style="list-style-type: none"> <li>- How might this story be different if it was told from the perspective of the musicians instead of the instruments?</li> <li>- How did the author use the physical characteristics of the instruments and embed these into the characters personality?</li> </ul>



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**Saxophone**

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**Tuba**

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**Clarinet**

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**Trombone**

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**Oboe**

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**Flute**

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**French Horn**

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# GUIDED READING

## text based assessment tool

GUIDED READING GROUP

1

2

3

4

5

6

WEEKLY GUIDED READING TEXT \_\_\_\_\_

### TARGETED SKILLS

#### A - Reading for meaning

- ☐ Purpose
- ☐ Comprehension strategy
- \_\_\_\_\_
- ☐ Analyzing
- ☐ Responding to texts
- ☐ Point of View

#### B - Understanding form and style

- ☐ Text forms
- ☐ Text patterns
- ☐ Text features
- ☐ Style

#### C - Reading with fluency

- ☐ Reading familiar words
- ☐ Reading unfamiliar words
- ☐ Reading fluently

#### D - Reflecting

- ☐ Metacognition
- ☐ Interconnected skills
- ☐ Goal setting

**Student:** \_\_\_\_\_ **RL:** \_\_\_\_\_

Targets A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_

**Student:** \_\_\_\_\_ **RL:** \_\_\_\_\_

Targets A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_

**Student:** \_\_\_\_\_ **RL:** \_\_\_\_\_

Targets A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_

**Student:** \_\_\_\_\_ **RL:** \_\_\_\_\_

Targets A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_

**Student:** \_\_\_\_\_ **RL:** \_\_\_\_\_

Targets A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_

**Student:** \_\_\_\_\_ **RL:** \_\_\_\_\_

Targets A: \_\_\_\_\_ B: \_\_\_\_\_ C: \_\_\_\_\_ D: \_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_



# BRASS BAND BLUES

Every year the Loop River High School band put on a glorious spring performance at the town fair, and this year was no different. There was only one more day prior to this year's concert, and Curly couldn't wait. Being a French horn, he was a very special member of the band, and had a significant part.

"I'm so full of anticipation, Talullah," he said to his tuba friend. "Aren't you?"

"Sure," Talullah said, but she didn't sound that excited.

Gladys the trumpet let out a blurp. "I empathize with you, Talullah. It's just always the same, isn't it?" she asked.

"Another fair, another blare," Sylvester the trombone intoned.

Curly gawked at his friends in amazement. All the people that lived in Loop River came out to the fair, especially to enjoy the music. The concert was a very momentous event.

"What's wrong?" Curly asked. "You usually all love performing at the spring band concert. It's even better than our winter holiday performance."

"I'm just weary of always playing the same notes," Talullah said gloomily. "Oom-pah, oom-pah, oom-pah."

"Yeah, I'm the only one of us that ever gets to play a melody," Gladys piped up, "and that only happens rarely. The woodwinds and strings get all the good parts."

"You all look best in the back!" one of the clarinets yelled from the opposite direction in the band room. Curly was sure it was Veronica, since she was the cruelest instrument. "You're good at backup notes, not as the main attraction." She laughed wickedly and the other clarinets and flutes all joined in.

"Nobody asked you!" Gladys scolded Veronica.

Sylvester made a mournful sound by moving his slide forward and back.

"You see?" Talullah said, trying to lower her voice, which was difficult for a tuba to do. "Brass is for backup and nothing else."



Curly couldn't believe his ears. He'd never thought so negatively about their position in the band. The brass instruments were a crucial part of the overall sound, but Talullah was right. They were always arranged in the back at every concert, and during practice, too.

"Just once, it'd be awesome to show Loop River what I can do," Gladys said. "Without having to share the limelight with the first three rows of instruments."

All of the instruments settled down for the night to get some rest. Curly curled in on himself even more than usual, trying not to cry. He no longer felt very special or significant.

The day of the fair arrived and the high school kids came to get all of the instruments and take them out in the warm sunshine. The spring concert was held right in the middle of the fair and everyone stopped going on rides or buying sugary foods and drinks to listen to the music.

The band sounded remarkable, just like always, but Curly knew that his friends' hearts weren't in it. Neither was his heart. He had come to the realization that the brass instruments were indeed just backup. They came in with a couple notes here and there, while the woodwinds ran through all the scales. Even the percussion received more appreciation at the end, probably because they played the entire time.

Several of the townspeople of Loop River discussed how they'd love to attend more concerts than the two annual ones.

As the teenagers began packing up all the instruments, Curly overheard the principal reminiscing with his brother. "Remember when we blew the socks off of everyone with our brass band, Joe?" he asked. "That was the greatest."

"Oh, indeed," Joe said. "With your trumpet and my tuba, we sounded amazing."

A brass band? Curly wondered if that meant just brass instruments and no others. He questioned his friends about it when they were returned to the band room, safe and sound.

"My great-grandfather used to talk about a brass band he was in," Sylvester said. "They played jazz music."

"I love jazz music!" Gladys said, trumpeting brightly.

"I think paradise must be made out of brass, just like us," Talullah dreamed.

"I wonder if we can revive the Brass Band of Loop River," Curly said. "Maybe if we prove to the band teacher that we can carry a band all by ourselves, he'll consider starting it again."

"Fat chance of that happening," Veronica the clarinet shrilled from the woodwind corner. "You can't have a full band with only brass instruments. It would just be a lot of bleating and blaring." All of the woodwinds began laughing again, except for one.

"I think it's a brilliant idea," Axel the Saxophone said. "I'd love to hear a jazzy brass band play."

All night, Curly and his friends practiced jazz music. They were so loud that the rest of the instruments couldn't get any sleep.

"Would you stop all that honking?" Veronica asked. Talullah oom-pah-pahed louder to drown out her complaining.

When the band teacher came in the next morning, the brass instruments started to jazz it up. Gladys trumpeted high, clear notes, while Sylvester the trombone added a sliding tone. Curly and Talullah blasted together in a pleasing melody.

"My goodness," the band teacher said. "What fine, talented brass instruments we have. This gives me an idea."

At band practice that day, the teacher asked the students if they'd like to launch a brass band. "It would only be for brass instruments," he said, "but we could put on more concerts each year."

Curly and his friends were ecstatic that everyone thought it was a fabulous idea, too.

It took an agonizing amount of practice, but eventually, the Brass Band of Loop River was prepared for their first concert. The townspeople entered the auditorium and quieted down to hear the music.

When the curtain opened, Curly could see everything clearly because no one was in front of him! Gladys, Sylvester, and Talullah were in the front row with him, too. The first song commenced and the brass band blared and blasted. The townsfolk jumped up from their seats to dance on their feet to the jazzy music.

Afterward, the principal and his brother shook hands with the band teacher. "The brass band sounds amazing!" the principal said. "It blew off my socks," added his brother, Joe.

That evening, Veronica the clarinet admitted how wrong she had been. "We could hear you all the way backstage," she said, "and the music was terrific. It turns out that brass isn't just for backup after all."

"We love playing with all of you," Gladys assured her and the other instruments. "But it's nice to be in the limelight sometimes, too."

"You deserve to be," Axel the saxophone said. "That was some sensational jazzy music."

"Well Axel, I think there's room for you if you want to join the brass band, too," Curly said. "After all, you're mostly made of brass, just like us."

# student pages FOR LITERACY CENTRES

Notebook	Duotang
<p>Print and photocopy:</p> <ul style="list-style-type: none"><li>• Notebook student support page</li></ul> <p>Students will cut out the four tabs and glue them at the top of their notebook pages.</p> <p><b>Post for students to view as an anchor chart:</b></p> <ul style="list-style-type: none"><li>- Spelling list</li><li>- Spelling choice board</li><li>- Writing choice board</li></ul>	<p>For this notebook style you will need to print out and photocopy four pages for each student.</p> <ul style="list-style-type: none"><li>• Respond to reading</li><li>• Writing feedback</li><li>• Grammar</li><li>• Spelling this week</li></ul> <p><b>Optional to post or provide individual copies:</b></p> <ul style="list-style-type: none"><li>- Word list</li><li>- Writing choice board</li><li>- Spelling choice board</li></ul>

# STUDENT ACTIVITIES

## week two

Students will read “[Brass Band Blues](#)” and answer **one** of the following questions about what they have read on the [Respond to Reading](#) page. Alternately, they can answer the [Reading Comprehension Questions](#) after their guided reading.

**Work on Writing:** Choose **one** of the following three activities to complete with your students based on your own professional judgement and students readiness.

- a) Students will write a draft of their choosing. They may use the [Writing Choice Menu](#) for ideas.
- b) Students may work with their partner on a writing activity.
- c) Students may choose a draft of writing that they have completed in previous months and they will take this through the revision process.

When done, each student will conference with the teacher about their writing and complete the [Writing Feedback Form](#).

**Spelling:** Students will choose 10 words to focus on from their personal word list or personal dictionary. They will complete 3 activities from the [Spelling Choice Board](#) to practice their spelling words.

**Grammar:** Students will use the [punctuation mark anchor chart](#) from the lesson this week and use this to create 3-5 sentences for each type of punctuation mark.

If you use notebooks with your students provide each student with their centres task on this page and they can cut each strip out and glue them in their notebooks

## RESPOND TO READING

Re-read the guided reading text from this week and answer the questions below in your notebook.

- 1) Name three characters in the story Brass Band Blues and describe how their personalities and/or actions relate what instrument they are.
- 2) What is the lesson or main idea of Brass Band Blues? Explain how you know using details from the text and your own ideas.
- 3) How does this story help you to understand more about the structure of a brass band and the instruments included in this type of band?

## WORK ON WRITING

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

Writing Form: F NF

Goal: \_\_\_\_\_

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Revising   |
| <input type="checkbox"/> Organizer     | <input type="checkbox"/> Conference |
| <input type="checkbox"/> Drafting      | <input type="checkbox"/> Publishing |
| <input type="checkbox"/> Editing       |                                     |

Feedback: \_\_\_\_\_

Progressing with Difficulty	Progressing with Some Success	Progressing Well	Progressing Very Well
--------------------------------	-------------------------------------	---------------------	--------------------------

## GRAMMAR

Use a variety of punctuation marks when writing your sentences.  
Write 3 unique sentences for each type of punctuation mark.

### THE QUESTION MARK

Used at the end of a interrogative sentence to ask a question.

### FULL STOP

Used at the end of a interrogative sentence to ask a question.

### EXCLAMATION MARK

Used to show strong emotion or it can also be used to give a command.

## SPELLING

Choose 10 words to create your weekly spelling list. You can choose from the class list or from your own personal spelling list.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# BRASS BAND BLUES

## reading comprehension questions

- 1) Name three characters in the story Brass Band Blues and describe how their personalities and/or actions relate what instrument they are.

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- 2) What is the lesson or main idea of Brass Band Blues? Explain how you know using details from the text and your own ideas.

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- 3) How does this story help you to understand more about the structure of a brass band and the instruments included in this type of band?

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## BRASS BAND BLUES

### reading comprehension questions

1) Name three characters in the story Brass Band Blues and describe how their personalities and or actions relate what instrument they are.

— Curly is a french horn. A french horn is made of brass and its tubes are twisted in curls.

— Talullah is a tuba. She is bored and jealous due to always playing the same notes and never the melody. This is a tuba's role in a band was to play the base.

— Sylvester is a trombone. He is sad. He uses the sound his slide makes to show how sad he is.

— Gladys is a trumpet. She shows her excitement by playing her notes brightly and higher pitched.

2) What is the lesson or main idea of Brass Band Blues? Explain how you know using details from the text and your own ideas.

— The lesson in this story is that everyone has a time that they can shine or that everyone has a purpose. In this story the brass instruments are sad because of the role they play in the band and feel they are ignored compared to the percussion and the woodwind instruments. However, in a brass band playing jazz music this is where the tone of the brass band shines. In this story, the brass must learn that they have things they do well and shine in those moments and in other moments they should let others shine and not be jealous from playing a support role.

3) How does this story help you to understand more about the structure of a brass band and the instruments included in this type of band?

— This story helped me to understand the role of different instruments in different types of bands. It also helped me to see that some music is played better by some instruments over others. The story also showed me about the personalities and purposes of each of the instruments in a band.



# WRITING FEEDBACK

*student / teacher conference notes*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Writing Form: Fiction Non-Fiction

Writing Goal: \_\_\_\_\_

## WRITING PROCESS

- ☐ Brainstorming
- ☐ Organizer
- ☐ Drafting
- ☐ Editing
- ☐ Revising
- ☐ Conference
- ☐ Publishing

**Writing Summary:** \_\_\_\_\_

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

## Student Self-Assessment:

What did I do well?	What do I need to work on?

Teacher Feedback: \_\_\_\_\_

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

Progressing with Difficulty	Progressing with Some Success	Progressing Well	Progressing Very Well
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Teacher: \_\_\_\_\_ Parent: \_\_\_\_\_

# GRAMMAR RULES

Use a variety of punctuation marks when writing your sentences. Write 3 unique sentences for each type of punctuation mark.

## THE QUESTION MARK

Used at the end of a interrogative sentence to ask a question.

## FULL STOP

Used at the end of a interrogative sentence to ask a question.

## EXCLAMATION MARK

Used to show strong emotion or it can also be used to give a command.

# SPELLING THIS WEEK

student self-selected spelling lists

## MY SPELLING WORDS

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

## THREE IN A ROW – CHOICE BOARD

Choose 3 activities that form a straight line and complete

<b>Pyramid Spelling</b> Write each word in a pyramid: d do dog	<b>Alliteration</b> Write out each word in a sentence using alliteration.	<b>Cursive</b> Write each word on your list in cursive.
<b>Picture Dictionary</b> In your notebook, create a table showing each word being used as a word, picture and definition.	<b>Break it Up</b> Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.	<b>Swirl Curl</b> Draw 10 swirly lines across your page from left to right. Then write out each word following the line.
<b>Word Sort</b> Sort your words by the short and long vowel sounds you hear in the word.	<b>Secret Code</b> Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.	<b>Study Notes</b> Create study cards and use the strategy, <i>Read, Hide, Check.</i> (Students read the word, then cover the word, write the word from memory, and check to ensure it was spelled correctly.)

# WRITING CHOICE MENU

*what would you like to write today?*

Use this menu to help you pick your writing topic this week.

NARRATIVE	DIARY	BIOGRAPHY
Write a legend that tells a story of a wise character teaching others to be kind.	Write a diary entry of a child who may not have anything to celebrate with.	Choose a community organization that helps those in need and write a biography about them.
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Write a newspaper article about a time that you helped someone in need.	You may choose a topic of your own choosing.	Research an animal that you would love to own. Write a report that showcases why this animal would make a good pet.
REVIEW	SPEECH	PROCEDURAL
Choose one of the stories that we have read so far in class or one you have read independently and write a book review of that book.	Write a speech that you will share with others about homelessness or poverty.	Write a procedure on your experience with making dinner.

# ASSESSMENT PAGES

*track student progress*

# TEACHER DIRECTED LESSON PLANS

## curriculum expectations

The following is an outline of the expectations explored in this week's lesson. For more detailed assessment notes please see the assessment pages at the end of this package.

ORAL	WRITING	READING
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.	1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	1.3 - identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details	2.1 Write more complex texts.	1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning	2.8 - Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.	1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.
	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.	1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.
		2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

# STUDENT CHECKLIST

Name: \_\_\_\_\_

Month: \_\_\_\_\_

ORAL	Week 1	Week 2
1.3 - Identify a variety of listening comprehension strategies before, during and after listening.		
1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details		
1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning		

WRITING	Week 1	Week 2
1.2 - Generate ideas about a potential topic using a variety of strategies and resources.		
2.1 Write more complex texts		
2.8 - Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.		
2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies		

# STUDENT CHECKLIST

READING	Week 1	Week 2
1.3 - Identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting.		
1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence.		
1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.		
1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.		
2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.		

Notes:

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# CLASS ORAL LANGUAGE CHECKLIST

1.3 - Identify a variety of listening comprehension strategies before, during and after listening.

1.7 - Analyze oral texts and explain how specific elements in them contribute to meaning

1.4 - Demonstrating an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details

NAME	1.3	1.4	1.7

# CLASS WRITING CHECKLIST

1.2 - Generate ideas about a potential topic using a variety of strategies and resources.	2.8 - Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content organization, style, and use of conventions.
2.1 Write more complex texts.	2.7 - Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.

NAME	1.2	2.1	2.7	2.8

# CLASS READING CHECKLIST

1.3 - Identify a variety of reading comprehension strategies and use them appropriately before during and after reading - Predicting.

1.8 - Express opinions about the ideas and information in texts and cite evidence from the text to support the opinions.

1.5 - Make inferences about texts using stated and implied ideas from the texts as evidence

2.2 - Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the text.

1.6 Extend understanding of text by connecting the ideas in them to their own knowledge, experiences, and insights to other familiar texts and to the world around them.

NAME	1.3	1.5	1.6	1.8	2.2