

OCTOBER

ignited literacy

Week #2

Playing War
by Kathy Beckwith

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OCTOBER'S TEXTS

Week #1

Say Something
By: Peggy Moss

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Week #2

Playing War
By: Kathy Beckwith

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Week #3

Alex and the Terrible, No
Good, Very Bad Day
By: Judith Viorst

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Week #4

The Name Jar
By: Yangsook Choi

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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.

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

LITERACY CENTRES

one week rotation

During independent work time students will choose between four different activities. To begin, students should cycle through the centres in a very structured way. As students adjust to this, you may offer them the freedom and choice to decide which activity to complete during the two independent work times.

Your class size will determine the rotation schedule. If you have a large class (26+) then I recommend following the two-week rotation schedule which means that writing conference groups and some guided reading groups will only meet with you once every two weeks. (See the next page if you have a larger class.)

Assuming that you have 20-25 students in your class, each student will be in one of two different groups. A writing group numbered 1-4, and a reading group lettered A-D. In the first independent work time, students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with the reading groups.

For example on Monday if Paula is 2C, she will first work on writers workshop, then she will move to work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D

LITERACY CENTRES

two week rotation

If you have a large class, you will need more time to meet with all students. You can adjust the amount of rotations you have with your class to meet the ideal number of students per group. My experience is that 4-5 students per group is ideal.

Each student will be in two different groups. A writing group numbered 1-8 and a reading group lettered A-H. In the first independent work time students will go to the centre which corresponds with the number of their group. Each day, rotate the group numbers down one space. The same will be done with each of the reading groups.

For example on Monday if Paula is 2C she will first work on writers workshop, then she will work on work with words.

Always leave a blank open space in your rotation, so that you have a period of catch-up. This can be used to meet with any students who need more support, or students who you missed for some reason earlier in the week. It is also a great time to catch up on assessment notes or other formal assessments of individual students.

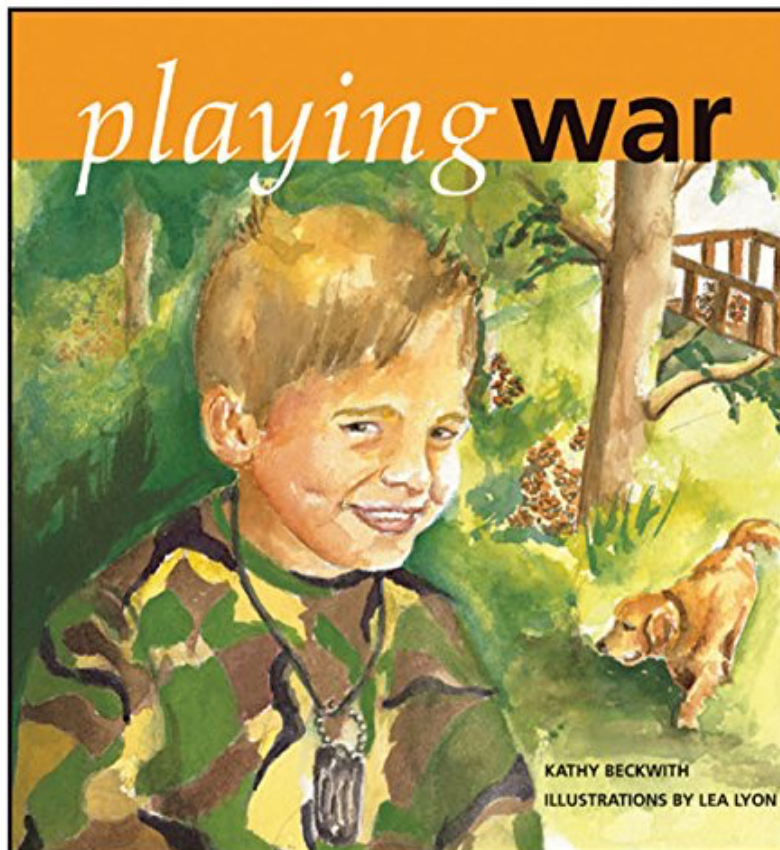
Group	20 MIN	20 MIN	Group
1	Meet with Teacher	Guided Reading Conferences	A
2	Writers Workshop	Work with Words	B
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	C
OPEN	Writers Workshop	Reader's Notebook	D
5	Writers Workshop	Reader's Notebook	E
6	Writers Workshop	Work with Words	F
7	Writers Workshop	Reader's Notebook	OPEN
8	Editing with a peer	Work with Words	G
OPEN	Writers Workshop	Reader's Notebook	H

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:



HOME CONNECTIONS

"When elephants fight it is the grass that suffers."

African Proverb

Dear Caregiver,

This week in language arts we are reading a book called, "Playing War" by Kathy Beckwith.

In this story, Luke and his friends liked playing war. But their new friend Sameer didn't think it was so fun. When Luke asked why he learned that Sameer had lived through and lost his family in a real war. Luke and his friends learned to think differently about the game they thought was fun.

To support our conversations in class, the following are a list of at-home suggestions for extension activities that will support this weeks learning:

- Read a newspaper article about a conflict in the world, or refugees.
- Learn more about International Aid Organizations such as Free the Children, or Doctors Without Borders.
- Discuss how the quote of the week relates to what you have read at home or what your child has learned in class.

Thank you again for your support.
Sincerely,

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 - Demonstrate listening comprehension strategies. Shows an understanding of the class read alouds.	1.2 Generate ideas about a topic Student can independently choose a topic that interests them to write about. Can brainstorm questions to guide research.	1.3 Uses a variety of comprehension strategies. Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.
1.4 - Can summarize oral texts and provide evidence. Student can tell why and identify the gist of the story by using details from the text.	1.3 Research: gathers ideas Is able to gather a variety of relevant resources. Can search within a text to find information.	1.5 Makes connections to guided or independent texts. Student can apply the strategies practiced with oral texts to texts they read independently. Student makes a variety of connections and explains how it helps better understand the text.
1.6 - Makes connections to oral texts. Student can make a variety of connections to the weekly read aloud.	2.1 Form: Write complex texts Attempts to write a variety of text forms.	1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence. Student can answer questions by providing their opinion and supporting with evidence on a text independently read. Students can begin to record their opinion in scaffolded organizers. Student can respond to the quote of the week by relating it to other texts read in class that week.
1.7 - How elements of the story contribute to meaning. Identify how the mood or character traits in the story helps you better understand the text.	2.4 Sentence Complexity Shows an understanding of how to write in complete sentences. Uses a variety of sentence lengths when writing.	2.2 Text Form Organizational Patterns Student can identify the organizational patterns of a simple fiction text. Student can identify the organizational pattern of a simple nonfiction report.
	3.1/3.2 Spelling Spells familiar words correctly. Uses a variety of strategies to spell unfamiliar words correctly.	

TEACHER DIRECTED LESSON PLANS

week two

	TDT #1	TDT #2
M	<p>Read Aloud: Preview the text, "Playing War" with students. Activate prior knowledge by asking if anyone has ever pretended to play war before.</p> <p>Get a few students to discuss this experience and talk about the types of things they do. Another similar experience would be cops and robbers or other games with violence including video games. Read the first half of the story, stopping before the characters begin to play war.</p>	<p>Writing Form: This week's focus will look specifically at the components of a story.</p> <p>Have students fill out the Three Column Story Chart, which includes the beginning, middle and end. Have students brainstorm the types of things that happen in each section of stories.</p> <p>The discovery should result in the idea that the middle part of the story contains the most information.</p>
T	<p>Read Aloud: Begin by reading the second half of "Playing War". Stop and pause to share think alouds and ask questions about the story.</p> <p>Follow the prompts as indicated in the Read Aloud Guide.</p>	<p>Grammar: Mentor Passage: Display the Mentor Text taken from the books' text for the week.</p> <p>The grammar rule for the week is "Run On Sentences". The provided passage contains no punctuation, and the sentences are strung together.</p> <p>Students are tasked with noticing this and identifying where the proper punctuation should go. A Corrected Version of the Mentor Text is included.</p>

TEACHER DIRECTED LESSON PLANS

week two

	TDT #1	TDT #2
W	<p>Writing Form The Plot Map - display the plot map for students to look at.</p> <p>Outline the growth of a story through the beginning, middle and end. Focus on the elements in the middle of the story with the rising action and the climax.</p>	<p>Oral Communication: Listening Re-read the selected Excerpts from the text. Ask students to map out the story on the Blank Plot Map and prompt with questioning such as:</p> <ul style="list-style-type: none"> • Who are the characters? • What do you know about them? • Where did the story take place? • What was the problem? • How was it solved? • How did the characters change from beginning to end? • What lesson was learned?
Th	<p>Writing Form Model Writing - Use the Story Organizer - either prepped by the teacher or co-created with students. You can use the Completed Example as a guide.</p> <p>Work through by writing a short story that follows a map of the story.</p>	<p>Shared Reading: Read the sample story "The Crayon Monster", then follow up with the shared reading excerpt from "Children of War".</p> <p>Review connections that can be made between the fiction and nonfiction texts.</p>
F	<p>Cloze Reading Look at the shared reading texts, focus on word use, and descriptions.</p> <p>How are words used to set the mood and tone of the text? Should you require some assistance, a Guide has been provided for your use.</p>	<p>Spelling</p> <p>Students will complete a spelling test with their partner and record their results.</p> <p>Students can choose words from their independent writing or spelling book.</p>

READ ALOUD GUIDE

questions, think alouds, discussion prompts

Page	Playing War - by Kathy Beckwith
BR	Luke and his friends liked playing war. But their new friend Sameer didn't think it was so fun. When Luke asked him why, he learned that Sameer had lived through and lost his family in a real war. Luke and his friends learned to think differently about the game they originally thought was fun.
4	"Let's play war" <i>This sounds like a game these kids find fun and have played before. I know this because Jeff says it's the best, but they haven't played it before.</i>
8	"Dog tags" <i>This necklace is important to him. He says it was his uncle's. I think he admires his uncle; thinks he is a hero. Maybe he plays war because he wants to be like his uncle. I think the dog tags are an important symbol about the character Luke because his dog tags are shown in each illustration so far.</i>
8	"Wood Top" <i>Why is a wooden top so special to Sameer? I also noticed that he doesn't seem familiar with dog tags, but wonder why he asks, "Why he doesn't have one?"</i>
15	"But Sameer was gone" <i>Why did Sameer leave the game? I can infer that perhaps he is not comfortable with this game. Luke just announced he wanted to blow off people's heads. Perhaps this statement bothered Sameer so he quit.</i>
17	"They do" <i>I noticed the author said that Sameer said this softly. He was responding to Luke wishing there was a war for kids. I can infer that what Luke said bothered Sameer. Yesterday he walked away from war and he doesn't seem excited. Earlier in the story he said that his top was from back home. Perhaps this means that he has experience with war.</i>
20	"Did you have an M16" <i>It seems to me that Luke is asking a lot of questions. It seems that he is excited to hear that Sameer was in a war. He thinks war is fun, or a game.</i>
27	"Made Luke feel like crying" <i>After hearing Sameer's story it seems like Luke now sees that real people get hurt during war. I think Luke now sees war from a different perspective. War is not a game, it is not fun. There are real life consequences to war.</i>

Think about stories you have read so far in your life. What types of things happen in each part of the story?

Beginning

Middle

End

quote of the week

When elephants
fight it is the
grass that suffers.

African Proverb

Everybody watched
Sameer with big eyes no
one knew what to say
Sameer was talking about
something his friends
could hardly imagine.

Everybody watched
Sameer with big eyes. no
one knew what to say. o
Sameer was talking about
something his friends
could hardly imagine.

Run On Sentences

When two complete sentences are put together into one sentence without the proper punctuation or transition word.

Sample:

It was a nice day outside the kids played war.

It was a nice day outside so the kids played war.

It was a nice day outside. The kids played war.

It was a nice day outside; the kids played war.

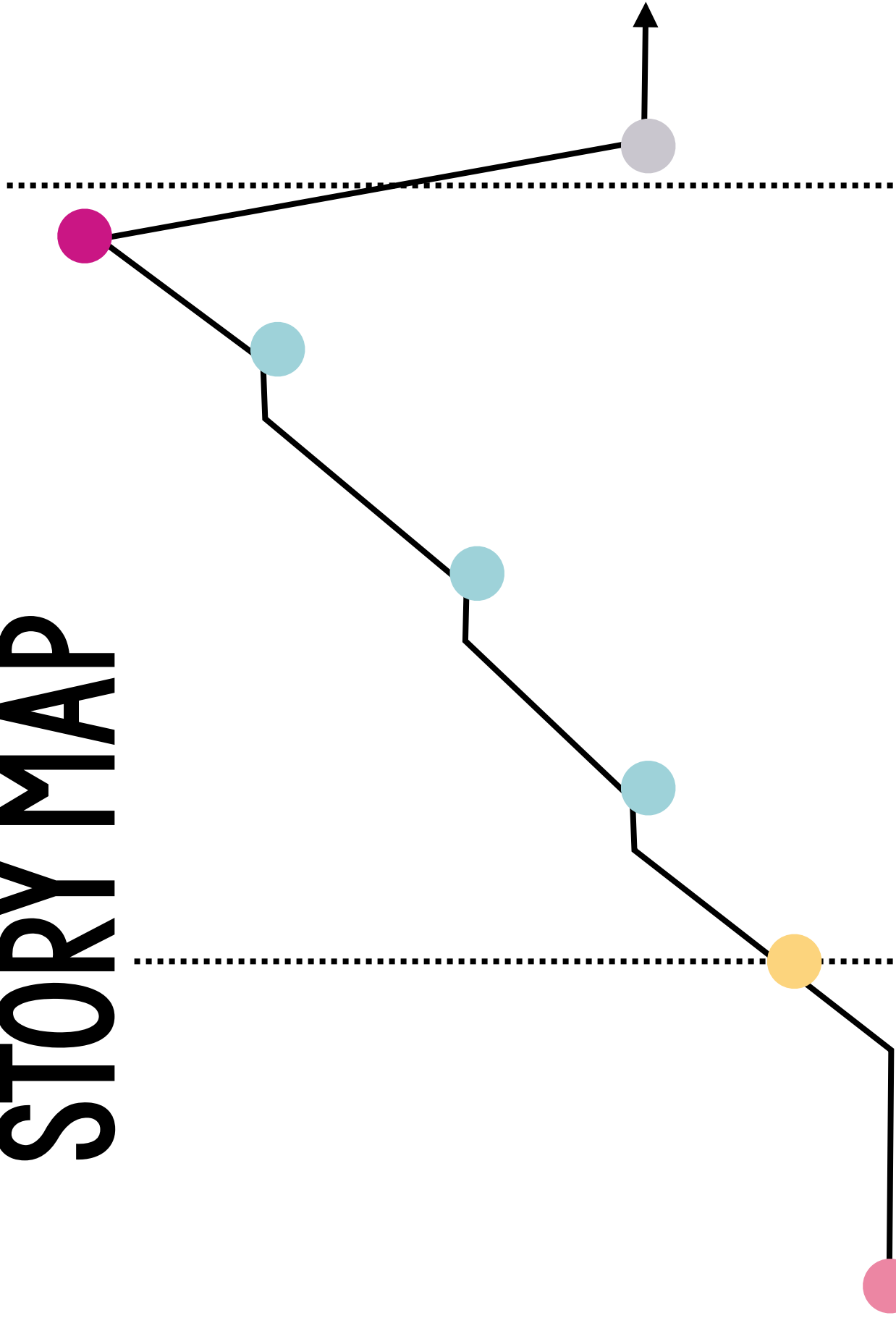
Sameer didn't want to play war he wanted to play basketball.

Sameer didn't want to play war; he wanted to play basketball.

Sameer didn't want to play war because he wanted to play basketball.

Sameer didn't want to play war; he wanted to play basketball.

STORY MAP



STORY MAP

Introduction

Set the scene

- Where are they?
- What does your reader need to know before the conflict happens?

Cast of Characters

- Who are they?
- What do they look like?
- Give clues about their personality.
- Show who they are by their actions, don't tell.

Rising Action

How do your characters solve the conflict?

- 1) Think of different ways that characters try to solve the problem.
- 2) Or, the steps they have to follow to get them to the solution.
- 3) Builds tension.

Conflict

The main problem in the story:

- Character vs character
- Character vs world
- Character vs nature
- Character vs self

Climax

This is the most exciting part of the story where the conflict is actually solved.

Resolution

What happens after your conflict is solved?

STORY ORGANIZER

Characters

*

*

*

Setting

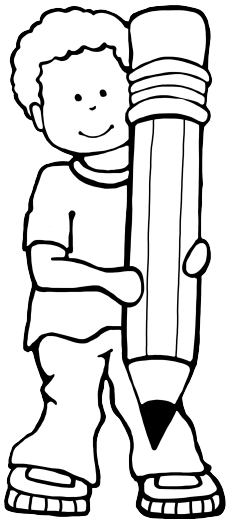
Problem
(Conflict)

How do the characters
solve the problem?

First, _____

Next, _____

Then, _____



Climax

Solution
(Falling Action)

STORY ORGANIZER

Characters

- * Blue Crayon
- * Baby
- * Other crayons

Setting

On top of a desk inside a crayon box.

Problem (Conflict)

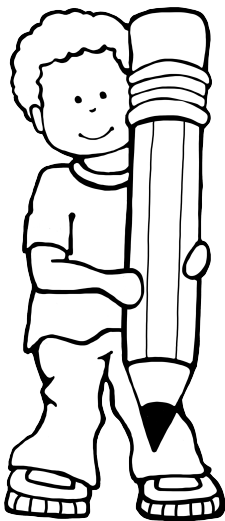
The baby grabs the crayon box and Blue Crayon needs to find safety.

How do the characters solve the problem?

First, Blue Crayon goes flying

Next, Sees baby eating his Green

Then, Purple and Red get stepped on and broken



Climax

Baby finally walks off and Blue Crayon looks to see a cup of pens and hops over to safety.

Solution

(Falling Action)

Blue is joined by Yellow and they live happily ever after.

SAMPLE STORY

the crayon monster

Once upon a time, there was a Blue crayon. Blue lived in a crayon box with his other crayon friends. Everything was great until one day the baby of the family walked in and grabbed the crayon box off of the table. The baby ripped open the crayon box, and Blue and his friends went flying. Red and Purple landed on the floor in a broken heap. Yellow was nowhere to be found. Blue and Green flew up in the air. Blue hit the table and rolled away as quickly as possible, but Green was not so lucky. Blue watched as the baby picked up Green with his meaty hands and shoved him right into his mouth. Green was gone, but Blue needed to find safety, or he knew he would be next. As he looked around, he spotted a pile of papers. He rolled over and pushed himself under them. He was safe for now. Eventually, the baby got bored of eating crayons and went to destroy other things in the playroom. Finally, Blue knew he was safe. Relieved that he was okay, he missed Green. Over the next few days, most of the crayons were reunited as they were all found in their various hiding spots.

CHILDREN OF WAR

the world wide impact

SHARED READING EXCERPT

Millions of children around the world have experienced war. Many North American children struggle to grasp the terror of war. Children of war suffer an enormous amount of fear, and loss in their lives.

In war, people get hurt or die. These people are someone's family, friends or neighbours. War is horrific. Think about this the next time you play war with your friends. Or think before you turn on that video game. When you shoot someone or blow something up, should you cheer?

Remember war might seem like a game to you, but it isn't. In reality, it is a terrifying experience. Something millions of children experience around the world.

CHILDREN OF WAR

the world wide impact

SHARED READING EXCERPT

Millions of children around the world have experienced war. Many North American children struggle to grasp the **terror** of war. Children of war suffer an enormous amount of **fear**, and **loss** in their lives.

In war, people get **hurt** or **die**. These people are someone's family, friends or neighbours. War is horrific. Think about this the next time you play war with your friends. Or think before you turn on that video game. When you shoot someone or blow something up, should you cheer? Remember war might seem like a game to you, but it isn't. In reality, it is a **terrifying** experience. Something millions of children experience around the world.

- Throughout this excerpt words are used specifically to elicit a reaction from the reader.
- Words to draw connections for students to understand fear, death, and terror.
- Shocking statements are made in direct ways, often they are short simple sentences for more impact.
- Millions - Associated with a large number that is hard to grasp for most students used over the word many.
- "People Die" - This is a short sentence meant to shock.
- "Terror, Fear, Suffer" - These strong adjectives contribute to the overall power of the text.

GUIDED READING

GUIDED READING NOTES

For this guided reading excerpt, read the story: "CHILDREN OF WAR - THE WORLD WIDE IMPACT" 3 times. Two versions of this reading have been provided; one for at grade level, and one for below grade level students. Choose the article that best fits each group of students.

TARGETED SKILLS

A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting

Each student will need:

["Children of War"](#) article

[Making Connections](#) Organizer

GUIDED READING GUIDE

Read #1: Check for understanding	<p>First read checks for understanding. Students should read with a highlighter or ruler to highlight or underline:</p> <ul style="list-style-type: none">• The parts of the text that they don't understand.• Words that they struggled to read the first time.• Words they don't understand the meaning of. <p>Check out the geographic locations of those countries and assess the background knowledge of the wars and conflicts there.</p>
Read #2:	<p>The Gist of the article is that War is not a game and that it negatively impacts innocent children and their families.</p>
Read #3: Dive deep	<p>Make connections and identify point of view of the text. The point of view of the author of this text is clear that war is bad and that children are victims. Word choice, photo selection and comparisons to life of children not impacted by war were purposeful to draw connections and emotions with reader.</p>

Some children may not have the background knowledge or personal experiences with this topic. This is an opportunity to practice connections that rely on information from the world around them or deeper connections that involve emotions. Focusing on the word choices and feelings that this article elicits will help your students make deeper connections beyond personal similarities.

CHILDREN OF WAR

the worldwide impact

War hurts many children around the world. Did you know that 1 in 5 children are hurt by war around the world? In the last ten years there have been wars in many countries. The wars in Sudan, Uganda, Congo, Syria, Iraq, and Afghanistan have hurt many children.

These children have seen many awful things. Many North American children do not know what this is like. Children of war suffer a lot of fear and loss during their lives.



War happens for many reasons. Wars have been started over religion, power and hate. In the war, sometimes it is fought by soldiers or groups of fighters. However most people who are hurt in war are innocent people. These people are just like you and me, but they get stuck in the middle.

Many of these people are children. When a war starts children and their families begin to live in fear. They have a fear of being attacked every day. Many times families attempt to flee to safety. They flee to another country where there is no war. When these people get to the new country they are refugees. Refugees are people that are seeking safety in a new country. Sometimes, there is not enough housing for the newcomers. So, they live in short term housing, like tents,



called refugee camps.

Other times families are unable to escape. These families are trapped. Many don't go to school and won't even go to the hospital. These places are all too unsafe. Children need to help their families survive instead of going to school.

CHILDREN OF WAR

the worldwide impact

In times of conflict food and water become scarce. The food markets are all but gone, and fresh water is hard to find. Drinking water becomes dirty. Dirty water can make you sick. Food is hard to find. Many people need help to meet their basic needs.

This help comes from International Aid Organizations. The United Nations or Save the Children come to help these families. They help by providing food, water and medical care to civilians. It is hazardous work. Also, there is never enough aid to help everyone who needs it. However, it is necessary to help people trapped in these areas.

So, what can we do? First, understand that war is not a game. It is never fun. Soldiers and aid workers that go into these regions are heroes. They risk their lives to protect innocent people. Risking your life to save others is not fun.

In the war, people die. These people might be a child's family, friend or neighbour. War is terrifying and horrific. Think about this the next time you play war with your friends. Or, think before you turn on that video game. When you shoot someone or blow something up, should you cheer? Remember, war might seem like a game to you, but it isn't. In reality, it is a terrifying experience. Something millions of children experience around the world.



MAKING CONNECTIONS

graphic organizer for your ideas

In the Text (quote, example, page number)	This is similar to (my life, another text, the world around me)	This connection helps me understand the text

student pages FOR LITERACY CENTRES

Notebook	Duotang
<p>Print and photocopy</p> <ul style="list-style-type: none">• Notebook student support page <p>Students will cut out the four tabs and glue them at the top of their notebook pages.</p> <p>Post for students to view as an anchor chart</p> <ul style="list-style-type: none">- Spelling List- Spelling Choice Board- Writing Choice Board	<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">• Respond to Reading• Writing Feedback• Grammar• Spelling this Week <p>Optional to post or provide individual copies:</p> <ul style="list-style-type: none">- Word List- Writing Choice Board- Spelling choice Board

STUDENT ACTIVITIES

week two

Respond to Reading: Students will respond to the [Quote of the Week](#). They will focus on applying the connections that have been discussed during whole group and small group activities.

Work on Writing: Using a topic that interests students, they will now write a fiction or nonfiction text of their choice. When students are done, they can conference with the teacher about their writing.

Spelling: Using the [Writing Choice Menu](#), have students write a fiction or nonfiction text of their choice. When done, each student will conference with the teacher about their writing and complete the [Writing Feedback Form](#).

Grammar: Students will read the [Paragraph](#) and look for and fix the errors that relate to incomplete sentences. They will rewrite the paragraph properly in their notebooks or on the [Grammar Support Page](#).

If you would like to save paper, and your students use a notebook, you can alternately use the [Student Notebook Organizer](#) in place of the individual activities above.

Guided	Conference
Read the " Children of War " article with students. Discuss how to make a connection between the text and their real life. Walk through connections organizer with students.	Choose 2 students to conference with each day.
Low - Activate prior knowledge before reading, then walk through the Read 3 strategy to understand the text.	
Middle - Focus on making connections to self, others, and the world.	
Advanced - Focus on connections that run deeper and take on more of a global world view.	

NOTEBOOK STUDENT SUPPORT

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

Read the quote in the box below. In your notebook explain what it means to you. Think about how it relates to what we have read in class and your own life.

Is playing war fun for you? Explain your answer.

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

Grammar Rule:

When joining two separate thoughts they must be connected by proper punctuation or a transition word.

Everybody watched Sameer with big eyes no one knew what to say Sameer was talking about something his friends could hardly imagine.

SPELLING

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

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

RESPOND TO READING

Read the quote in the box below. In your notebook explain what this quote means to you. Explain how it relates to what we have read in class and your own life.

When elephants fight it is the grass that suffers.

[illegible]

WRITING FEEDBACK

student / teacher conference notes

Name: _____ Date: _____

Title: _____

Writing Form: Fiction Nonfiction

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 Some Success	Progressing Well	Progressing Very Well
--------------------------------	-----------------------------	------------------	--------------------------

Everybody watched Sameer
with big eyes no one knew
what to say Sameer was
talking about something his
friends could hardly imagine.

"Playing War" by Kathy Beckwith

Grammar Rule:

Avoid Run On Sentences: When joining two separate thoughts they must be connected with a proper punctuation or with a transition word.

Find the errors in the paragraph above and rewrite them correctly on the lines below:

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

Pyramid Spelling Write each word in a pyramid: d do dog	Alliteration Write out each word in a sentence using alliteration.	Cursive Write each word on your list in cursive.
Picture Dictionary In your notebook, create a table showing each word being used as a word, picture and definition.	Break it Up Write out each word and break it into syllables. Underline or highlight the vowels in each syllable.	Swirl Curl Draw 10 swirly lines across your page from left to right. Then write out each word following the line.
Word Sort Sort your words by the short and long vowel sounds you hear in the word.	Secret Code Write a paragraph using as many of your words as possible. Hide your list words in your paragraph using a secret code.	Study Notes 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 short story about a main character that has to overcome something very difficult.	Write a diary entry from the perspective of Luke and Sameer about the event that happened in the book, "Playing War".	Choose your hero, or a person who has made a difference in helping others. Write a biography about this person.
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Find an event around your community that helps others and write a newspaper article about it.	Choose one of the forms that are listed here on this choice board but choose your own topic.	Learn more about a topic that relates to helping others around your community.
REVIEW	SPEECH	PROCEDURAL
Re-Read the story, "Playing War" and write a book review for it. Include a summary of the text and your own opinion of the story.	Write a speech that persuades your classmates to take action to help others. Choose how they can make a difference and convince them they should.	Describe how someone could donate to an International Aid Organization. Include what the money donated would be used for.

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 - Demonstrate listening comprehension strategies. Shows an understanding of the class read alouds.	1.2 Generate ideas about a topic Student can independently choose a topic that interests them to write about. Can brainstorm questions to guide research.	1.3 Uses a variety of comprehension strategies. Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.
1.4 - Can summarize oral texts and provide evidence. Student can tell why and identify the gist of the story by using details from the text.	1.3 Research: gathers ideas Is able to gather a variety of relevant resources. Can search within a text to find information.	1.5 Makes connections to guided or independent texts. Student can apply the strategies practiced with oral texts to texts they read independently. Student makes a variety of connections and explains how it helps better understand the text.
1.6 - Makes connections to oral texts. Student can make a variety of connections to the weekly read aloud.	2.1 Form: Write complex texts Attempts to write a variety of text forms.	1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence. Student can answer questions by providing their opinion and supporting with evidence on a text independently read. Students can begin to record their opinion in scaffolded organizers. Student can respond to the quote of the week by relating it to other texts read in class that week.
1.7 - How elements of the story contribute to meaning. Identify how the mood or character traits in the story helps you better understand the text.	2.4 Sentence Complexity Shows an understanding of how to write in complete sentences. Uses a variety of sentence lengths when writing.	2.2 Text Form Organizational Patterns Student can identify the organizational patterns of a simple fiction text. Student can identify the organizational pattern of a simple nonfiction report.
	3.1/3.2 Spelling Spells familiar words correctly. Uses a variety of strategies to spell unfamiliar words correctly.	

STUDENT CHECKLIST

Name: _____

Month: _____

ORAL	Week 1	Week 2	Week 3	Week 4
Demonstrate listening comprehension strategies. - Shows an understanding of the class read alouds				
Can summarize oral texts and provide evidence. - Student can identify the gist of the story and tells why using details from the text.				
Makes connections to oral texts. - Student can make a variety of connections to the weekly read aloud.				
How elements of the story contribute to meaning? - Identifies how the mood or character traits in the story helps them better understand the text.				

WRITING	Week 1	Week 2	Week 3	Week 4
Generate ideas about a topic - Student chooses a topic that interests them to write about. - Can brainstorm questions to guide research.				
Research: gathers ideas - Is able to gather a variety of relevant resources. - Can search within a text to find information.				
Form: Write complex texts - Attempts to write a variety of text forms.				
Sentence Complexity - Shows an understanding of how to write in complete sentences. - Uses a variety of sentence lengths when writing.				
Spelling - Spells familiar words correctly. - Uses a variety of strategies to spell unfamiliar words correctly.				

STUDENT CHECKLIST

READING	Week 1	Week 2	Week 3	Week 4
Uses a variety of comprehension strategies. - Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.				
Makes connections to guided or independent texts. - Student can independently apply the strategies practiced with oral texts to texts they read. - Student makes a variety of connections and explain how it helps them better understand the text.				
Evaluating Text: Express ideas and opinions about texts supported by evidence. - Student can answer the questions by providing their opinions, and supporting with evidence on a text independently read. - Student can begin to record his/her opinion in a scaffolded organizer. - Students can respond to the quote of the week by relating it to other texts read in class for that week.				
Text Form Organizational Patterns. - Student can identify the organizational pattern of a simple fiction text. - Students can identify the organizational patterns of a simple nonfiction report.				

Notes:

CLASS ORAL LANGUAGE CHECKLIST

1.3 Demonstrate listening comprehension strategies.

- Shows an understanding of the class read alouds.

1.4 Can summarize oral texts and provide evidence.

- Student can tell why and identify the gist of the story by using details from the text.

1.6 Makes connections to oral texts.

- Student can make a variety of connections to the weekly read aloud.

1.7 How elements of the story contribute to meaning.

- Identify how the mood or character traits in the story helps you better understand the text.

NAME	1.3	1.4	1.6	1.7

CLASS WRITING CHECKLIST

1.2 Generate ideas about a topic

- Student can independently choose a topic that interests them to write about.
- Can brainstorm questions to guide research.

2.1 Form: Write complex texts

- Attempts to write a variety of text forms.

1.3 Research: gathers ideas

- Is able to gather a variety of relevant resources.
- Can search within a text to find information.

3.1/3.2 Spelling

- Spells familiar words correctly.
- Uses a variety of strategies to spell unfamiliar words correctly.

2.4 Sentence Complexity

- Shows an understanding of how to write in complete sentences.
- Uses a variety of sentence lengths when writing.

NAME	1.2	2.1	1.3	3.1/3.2	2.4

CLASS READING CHECKLIST

1.5 Makes connections to guided or independent texts. - Student can apply the strategies practiced with oral texts to texts they read independently. - Student makes a variety of connections and explains how it helps better understand the text.	1.7 Evaluating Text: Express ideas and opinions about texts supported by evidence. - Student can answer questions by providing their opinion and supporting with evidence on a text independently read. - Students can begin to record their opinion in scaffolded organizers. - Student can respond to the quote of the week by relating it to other texts read in class that week.
1.3 Uses a variety of comprehension strategies. - Student can use multiple strategies such as predicting, questioning, and determining importance to understand the text.	2.2 Text Form Organizational Patterns - Student can identify the organizational patterns of a simple fiction text. - Student can identify the organizational pattern of a simple nonfiction report.

NAME	1.3	1.5	1.7	2.2