# SEPTEMBER ighted literacy

Week #4

Thank you, Mr. Falker by Patricia Polacco

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#### Week #1

Miss Nelson is Missing
By: Harry Allard and James
Marshall

#### Week #2

Officer Buckle and Gloria
By: Peggy Rathmann

#### Week #3

The Paperboy By: Dav Pilkey

#### Week #4

Thank you, Mr. Falker By: Patricia Polacco

## 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: <u>fb.me/</u> <u>madlylearning</u>.

Sincerely,
<a href="Patti Firth">Patti Firth</a>
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	А
2	Writers Workshop	Work with Words	В
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	С
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 the 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.

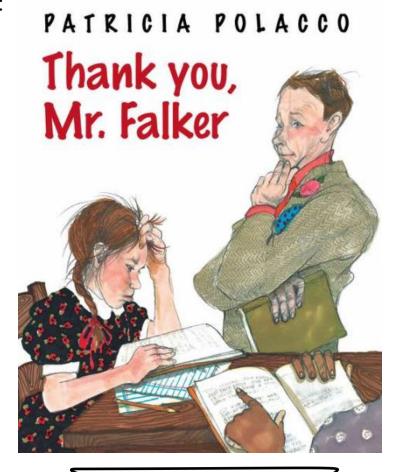
Group 1	20 MIN Meet with Teacher	20 MIN Guided Reading Conferences	Group A
2	Writers Workshop	Work with Words	В
3	Writers Workshop	Reader's Notebook	OPEN
4	Editing with a peer	Work with Words	С
OPEN	Writers Workshop	Reader's Notebook	D
5	Writers Workshop	Reader's Notebook	Е
6	Writers Workshop	Work with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

## 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:



#### 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
Demonstrate an understanding of appropriate listening behaviours.	Generate ideas about a potential topic.	Read a variety of texts.
Identify listening comprehension strategies and use them to understand and clarify the meaning of oral texts.	Gather information to support ideas for writing.	Use a variety of reading comprehension strategies when reading.
Demonstrating an understanding of texts by summarizing them and providing evidence.	Write more complex texts.	Demonstrate understanding of texts read independently by summarizing important ideas and citing supporting evidence.
Extend the understanding of texts by making a variety of connections.	Use sentence of different lengths and structures.	Extend the understanding of (independent reading) texts by making connections.
Analyze oral texts and explain how specific elements in them contribute to meaning.	Spell familiar words correctly.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.
		Recognize a variety of organizational text patterns and explain how these help the reader.

#### TEACHER DIRECTED LESSON PLANS

#### week four

	week four				
	TDT #1	TDT #2			
M	Read Aloud: "Thank you, Mr. Falker" by Patricia Polacco  To begin: Preview the cover and a few key pages with the text covered. (pages 16, 26, 28).  Ask students to make a prediction about what they will see in the text.	Writing Process: Students will generate ideas about what they could write about. Students will make a <a href="Heart Map">Heart Map</a> of different ideas. They can write words, draw pictures, etc. The three different heart shapes represent the hierarchy of importance for students. The smallest heart captures the things that are most important/can't live without things such as family, identity, personality. The second heart are things that are important. And the third largest heart is for ideas, thoughts, wonders, and just more general things.			
T	Read Aloud: Begin to read aloud the story "Thank you, Mr. Falker".  Read up to page 17 stopping along the way at the think alouds. You will find these in the Read Aloud Guide.  Add your own think alouds as you feel they become necessary.	Grammar: Students will look at the Mentor Text Paragraph for the week. What do they notice and what do they wonder? The focus will be on identifying the nouns and verbs.  Students should make a list of 10 nouns and verbs in their student word list book. Prompt students to look at the mentor sentence, their own independent reading book, or around the room for inspiration.			
W	Read Aloud: Read the remaining part of the story with students. Follow the Read Aloud Guide for possible think alouds.	Writing Form: Focus on Fiction this week as you explore character traits. Ask students what they think a character trait is.  Explain that characters in stories have personalities. Authors try to make them seem real people by showing the reader character traits through the character's actions. This is an important part of a story because it helps you to feel connected to the character in the story. Ask if they have ever read a story where they liked/loved/hated/cried because of the actions of a character in a story.  Brainstorm a list of popular characters from stories (Harry Potter, Junie B. Jones, Amelia Bedelia, or characters from previously read stories in class). Make an anchor chart with all of these characters. Ask students to think of these characters personality and			

#### TEACHER DIRECTED LESSON PLANS

#### week four

TDT #1

**TDT #2** 

Shared Reading: Learn more about Patricia Polacco. Read <u>"Patricia Polacco-More About the Author"</u> with students. Read the article three ways.

**First:** Read through the text for understanding. Students will look for areas that they struggled to decode, or for vocabulary words that stump them. Talk about these with students.

TH

**Second:** Read for the main idea. Can students identify the GIST of the article? Have them read the article. Then ask them in 10 words or less to tell you what the article was about.

**Third:** Dig deeper and ask questions that push their understanding of the text. What kind of author is Patricia Polacco? What connections can you make between Patricia Polacco's real life and the story we read? How is the article structured? Why is it structured this way?

Writing Form: Review the brainstorming list you created with students. Ask students to describe these characters. Push students to give you more descriptive words other than "Nice" and "Kind". Also avoid having them describing the character with feeling words. If a students vocabulary is limited in describing character traits show them the list of Character Trait Words for them to reference.

Ask students the following questions:

- How do a characters actions show you they are a good or bad person?
- What does that action tell you about his/ her personality?
- What word can you use to describe that character trait?

Use the <u>Character Trait Task Card Templates</u> to create examples of various character traits.

#### **Shared Reading:**

Today's activity is story <u>GIST bingo</u>.
You will need to print out the various <u>GIST Bingo Clues</u> for the <u>What's the Gist stories</u>.
Then have students cut these out and assemble their bingo card.

Place the story task cards around the room. Copy enough so that there is one card for each student (duplicates are okay).

Students will read the story and identify the GIST of the story. They will match each story card to a GIST on their BINGO card.

When students find a match they will mark off that section of the card. Each story has a number so students will write the correct number in the Bingo box above the GIST statement. The goal is for them to get two lines to score a BINGO. You can alternate goals as needed.

#### Spelling:

Review their personalized <u>Spelling Words</u> for the week and have them test themselves on their list.

Students can do this with partners. One partner will read the list while the other writes down the words. They will switch and reverse roles. Students will then mark each others paper. Alternatively students can use a device and record themselves reading thier list — pausing 10 - 15 seconds between each word. They can test themselves by listening back to the recording and writing the correct word down.

Have students create their spelling list for next week. Use their personal spelling dictionary, vocabulary from the reading passages this week or their personal writing.

## READ ALOUD GUIDE questions, think alouds, discussion prompts

#### "Thank you, Mr. Falker" by Patricia Polacco

Page #	Prompt
Before	Look at the front cover what do you see? What do you notice? What predictions can you make from this text?  Think Aloud - When I look at the girl on the cover she looks frustrated. I see her lower lip out and her hand on her head. She is looking at her work and she looks frustrated. Maybe her work is too hard and it is frustrating her. Maybe she just needs help from the teacher.
2	TA - This seems so strange to me. Wouldn't pouring honey on a book ruin it? Why would the grandfather do this? What is he trying to teach her?
4	What are Trisha's strengths? How is the author showing us these strengths through her story telling?
6	How does grade one compare to kindergarten for Trisha?
9	What does it mean they let go of the grass?
16	TA - The image from the author of Trisha really makes me feel for her. She looks so sad. I can tell she feels defeated. I wish I could help her. How do you make others feel when they are not good at something you think they should be good at?
21	What is Mr. Falker doing? How is he making Trisha feel? Do you think this is important?
28	TA - Trisha is in grade 5; why can't she read? Maybe she has a learning disability. I know that means that she is smart but that sometimes people with learning disabilities can struggle with learning things in the same way as many other people.
30	Why do you think that the other teacher's Trisha had didn't recognize that she couldn't read?
30	I think that Mr. Falker is going to help Tricia read. Maybe he knows what to do differently to help her read.
34	How do you think Tricia feels now that she can read? Why is reading so important?
After	Read the final page which reveals that Tricia is really the author of the story.  Does this change anything for you?  TA - I find it interesting that someone who struggled with reading now writes books for a living.

Knowledge, but knowledge Honey is sweet, "and so is is like the bee that made have to chase it through that sweet honey, you the pages of a book."

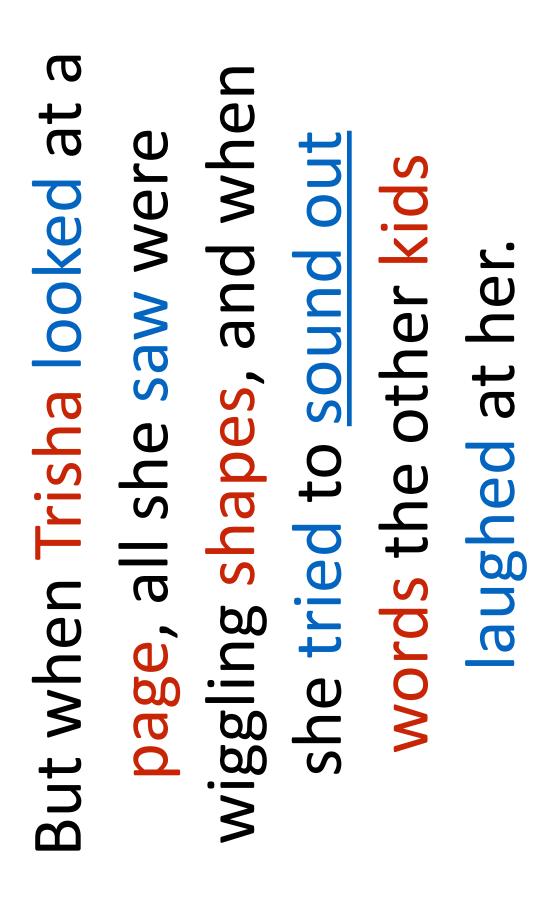
"Thank you, Mr. Falker." By Patricia Polacco

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But when Trisha looked at a wiggling shapes, and when page, all she saw were she tried to sound out words the other kids laughed at her.

"Thank you, Mr. Falker." By Patricia Polacco

Madly Learning 2018

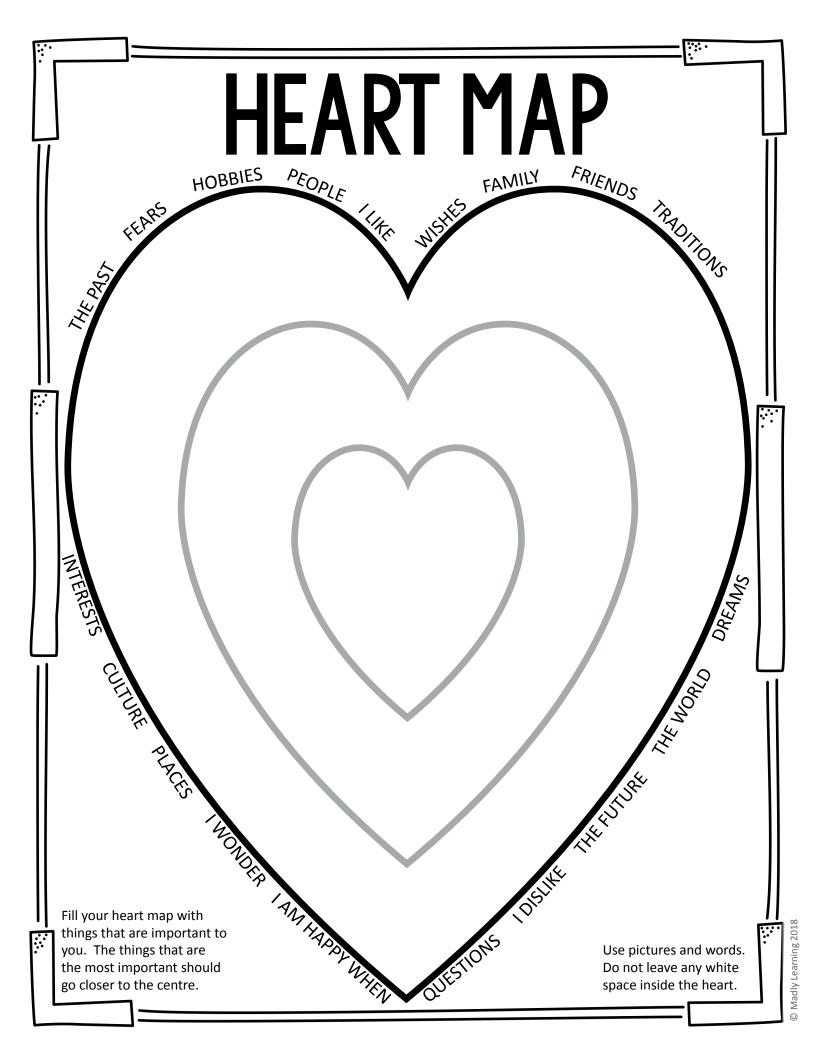


sound out is a phrasal verb

"Thank you, Mr. Falker." By Patricia Polacco

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## CHARACTER TRAITS

bump it up & use better words

Kind	Nice	Bad	Sad
friendly	polite	mean	gloomy
gracious	helpful	cruel	hopeless
tolerant	welcoming	rude	lonely
considerate	likeable	insensitive	miserable
thoughtful	pleasant	disrespectful	moody

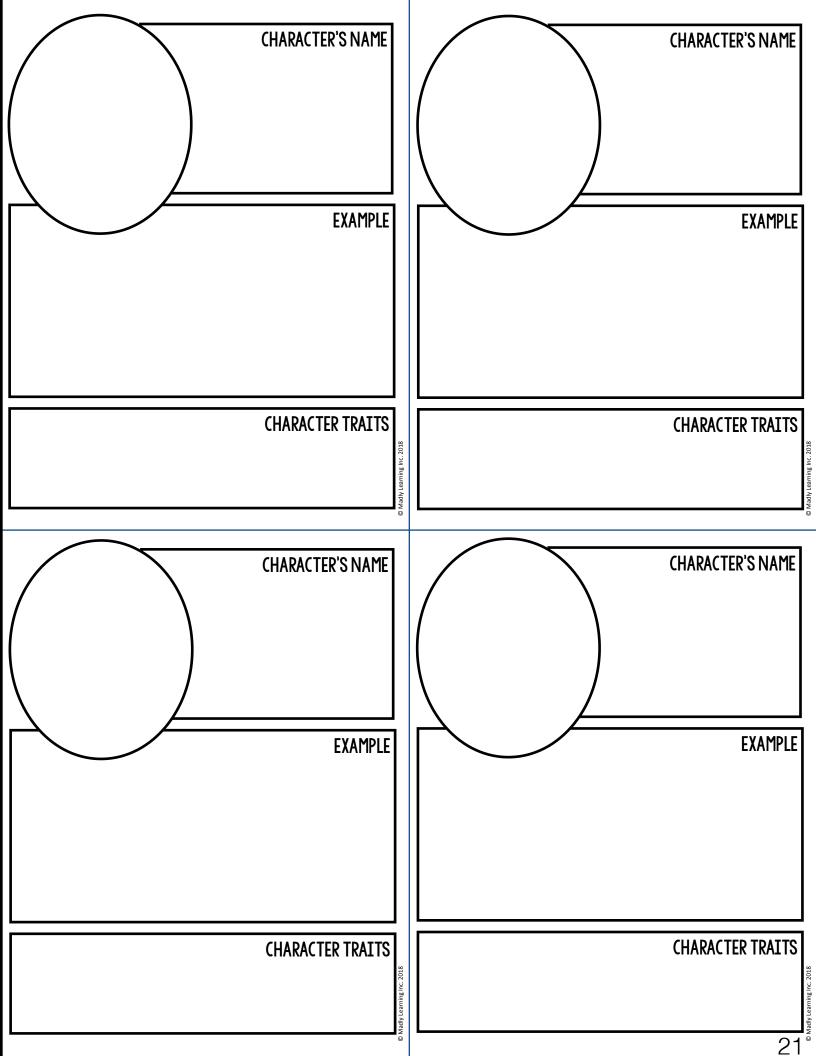
positive & negative characteristics

-	+
boring	interesting
lazy	hard working
tired	energetic
ignorant	intelligent
foolish	practical

=	+
incompetent	responsible
repulsive	charming
irritating	lonely
annoying	pleasant
arrogant	humble

eight common character archetypes

Heros	Villains	Rebel	Explorer
strong	mean	stubborn	adventurous
brave	vengeful	determined	bold
courageous	evil	persistent	risk-taker
Innocent	Ruler	Sage	Trickster
		•	
naive	assertive	smart	funny
naive gullible	assertive dominant	smart insightful	funny deceiver



### WHAT'S THE gist?

#### READABILITY SCORES

GIVE THE CAT A BELL	3.6	TWO GOATS	4.9
FOX AND THE GRAPES	3.5	the fox and the stork	4.0
THE WOLF AND THE CRANE	3.5	THE TORTOISE AND THE HARE	4.2
THE FLY AND THE BULL	3.2	THE DOG AND HIS REFLECTION	4.6
THE CROW AND THE PITCHER	4.1		

1

#### WHAT'S THE gist?

#### GIVE THE CAT A BELL

The Mice of the house called a meeting. They needed to decide on a plan to free themselves from their enemy, the Cat. At least they needed to find some way of knowing when she was coming. Then they might have time to run away. They knew something had to be done. They lived in constant fear of her claws. They hardly dared to leave their homes night or day.

They discussed many plans together. But they decided that none of them were good enough. At last a very young Mouse got up and said:

"I have an idea. It is very simple. I know it will be successful. All we have to do is to hang a bell about the Cat's neck. When the bell rings, we will know the Cat is coming."

All the Mice were surprised. Why had they not thought of this plan before? They cheered together at the new plan. That was until the old Mouse stood and said: "I will say that the plan of the young Mouse is excellent. But let me ask one question: Who will put the bell on the Cat?"

#### 2

### THE FOX AND THE GRAPES

A Fox one day saw a beautiful bunch of ripe grapes. They were hanging from a vine wrapped around the branches of a tree. The grapes seemed ready to burst with juice. The Fox's mouth watered as he gazed at them.

The bunch he really wanted was hanging from a high branch. The Fox would have to jump to reach them. The first time he jumped he missed it by a long way. So he walked off a short distance and took a running leap at it. He missed them again. Again and again, he tried, but he had no luck. Now he sat down and looked at the grapes in disgust.

"I am so silly," he said. "I am wearing myself out to get a bunch grapes. They are probably sour or rotten. They are not worth all this effort. I don't want them anyway."

And off he walked very, very scornfully.

## WHAT'S THE gist?

#### 3

#### THE WOLF AND THE CRANE

A Wolf had had a good day of hunting. He was greedily eating all that he had caught. That was until a bone got stuck in his throat. The bone was stuck crosswise in his throat. He coughed and cleared his throat anxiously, but the bone was really stuck. The wolf could not eat the rest of his meal. What was the greedy wolf to do? He wanted the rest of his meal.

So off he went running to Crane's house. He was sure that she, with her long neck and bill, would easily be able to reach the bone and pull it out.

"Please help me, and I will give you a big reward," said the Wolf, "Can you pull that bone out for me."

Crane, was suspicious about putting her head in Wolf's throat. But she was wanted the wolf's reward. So she did what the Wolf asked her to do.

When the Wolf felt that the bone was gone, he started to walk away.

"But what about my reward!" called the Crane.

"What!" snarled the Wolf, turning around. "Haven't you got it? Isn't it enough that I let you take your head out of my mouth without snapping it off?"

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#### THE FLY AND THE BULL

A fly flew all over the meadow. This was a lot of flying for such a small creature. He was tired. He had been flying all day. He finally found a place to rest. It happened to be on the tip of a giant bull's horn. He wondered the whole time if he was bothering the beast. After he took his short rest he got ready to fly away. But before he left he pleaded with the Bull for forgiveness. "I am so sorry to have bothered you Mr Bull" he shouted "I just couldn't fly any longer and needed a rest. Again I am so sorry I used your horn as a resting place. You must be happy to have me go now,"

"Whatever, fly. It didn't bother me at all" replied the Bull. "I did not even know you were there."

This surprised the fly as he flew away. Why had he been so worried?

#### WHAT'S THE gist?

5

#### THE CROW AND PITCHER

It was a hot dry summer. The Birds could not find much water to drink. One day a thirsty Crow was flying around trying to find something to drink. He spied a pitcher by a house with a little water in it. The pitcher was tall and had a narrow neck. The crow tried to drink the water. He put his beak into the top of the pitcher. No matter how he tried, the Crow could not reach the water. His beak was just too short. The crow thought he would die of thirst.

Then an idea came to him. He noticed around pitcher there were some stones and pebbles. He picked up some small pebbles. He dropped them into the pitcher one by one. With each pebble the water rose a little higher. Eventually it was close enough to the top. He was finally able to drink the water.

#### THE TWO GOATS

A mountain goat was frolicking on the rocky steeps of a deep canyon. At the bottom of the canyon ran a mighty river. This was home, and it was beautiful. The goat noticed other goats on the opposite side of the canyon. He ignored them and continued to play along the mountain slope. As he continued on the canyon walls narrowed. As he went along, he noticed a tree had fallen down. Its trunk had created a small narrow bridge connecting both sides of the canyon. It was so narrow that not even squirrels could have passed each other. The narrow path would have made even the bravest goat tremble. He decided that he wanted to cross to the other side. But Goat was brave. As he stepped up to the tree trunk bridge, he heard a voice call out. "Hey you, watch out, I'm going to cross here first!" The goat looked up to see another goat on the opposite side. He looked ready to cross the narrow bridge too. But Goats are stubborn. Neither goat wanted to wait, or let the other go first. They both stepped on the log at the same time. They walked forward hoping the other would turn around. Neither one of them did. They met in the middle. Still not wanting to give up the goats began to quarrel over who would go first. Soon they began to ram their horns together. This was a bad idea. Finally, the force of one strike sent them hurtling off the tree trunk bridge. They were both caught and swept away forever by the mighty mountain river.

### WHAT'S THE gist?

7

### THE FOX AND THE STORK

The Fox one day thought of a plan to have some fun. He decided to have some fun with Stork.

"Please come have dinner with me Mr. Stork," Fox said to the Stork. He smiled at himself about the trick he was going to play. The Stork gladly accepted the invitation. He arrived at Foxes house hungry and on-time.

For dinner the Fox served soup. He put the soup in a shallow dish. But the Stork had a long beak and could only get the tip of his beak wet. He could not get a drop of soup to eat. However the fox lapped up the soup hungrily.

The Stork was mad. He knew that Fox had played a trick on him. But Stork stayed calm. He knew that he could get even. He turned to Fox, thanked him for dinner. He invited Fox over fo his house for dinner the next night.

Fox arrived to Storks house the next night hungry and ready to eat. Stork served a yummy Fish stew in a tall jar with a very narrow neck. The Stork could easily get at the food with his long bill. All Fox could do was to lick the outside of the jar, and sniff at the delicious fishy odour. When the Fox lost his temper, the Stork said calmly, "Perhaps now you will learn it is not nice to play mean tricks on others."

## WHAT'S THE gist?

## TORTOISE AND HARE

A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll even race you and prove it."

The Hare laughed at the idea of running a race against the Tortoise. But for fun, he agreed. They asked their friend Fox to be the judge. Fox marked the distance and started the runners off.

Hare took off and soon he was out of sight. The Hare was so confident that he would win. He decided to have a nap. He laid down beside the race course until the Tortoise caught up.

The Tortoise meanwhile kept going slowly and steadily. After some time, he passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

#### WHAT'S THE gist?

9

#### THE DOG AND HIS REFLECTION

A Dog was wondering around town. As he passed his favourite butcher shop, the butcher threw him a bone. The Dog took his bone and started heading home. He was running as fast as he could go. As he crossed a narrow footbridge, Dog looked down. He saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than his own.

He was very jealous and wanted this other dogs bone. If he had stopped to think he would have known better. He would have known that the other dog was really his reflection.

But instead of thinking, he dropped his bone. He jumped at the Dog in the river. Except he quickly found out that there was no other dog in the river. He found himself swimming for dear life to reach the shore. At last, he managed to scramble out of the river. The dog was upset. He had lost his bone. He stood there sadly thinking about the excellent bone he had lost. He realized what a silly Dog he had been.

## gist BINGO

Cut out, mix up, and glue down your GIST bingo cards. When you read the story that matches the GIST on the bingo card write the number of the story in the box.

## GIST BINGO TEACHER GUIDANCE PAGE

It's one thing to say something should be done. But it is another thing to do it.

2
When you can't do something — don't pretend to get angry at it.

Don't trust a liar.
When people show you who they are — believe them.

Sometimes what we think is a big deal to us is not a big deal to others.

5
When things are tough think hard to solve your own problems.

6
Don't be
stubborn. Some
risks are not
worth taking.

7 Don't play tricks on others. 8
Slow and steady
wins the race.

9 Don't be greedy. Appreciate what you have.

# gist BINGO

It's one thing to say something should be done. But it is another thing to do it.	When you can't do something — don't pretend to get angry at it.	Don't trust a liar. When people show you who they are — believe them.
Sometimes what we think is a big deal to us is not a big deal to others.	When things are tough think hard to solve your own problems.	Don't be stubborn. Some risks are not worth taking.
Don't play tricks on others.	Slow and steady wins the race.	Don't be greedy. Appreciate what you have.

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When you Don't trust a can't do liar. When something — people show don't pretend you who they to get angry are — believe at it.	Don't be stubborn. Some risks are not worth taking. Don't be greedy. Appreciate what you have.	
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# PATRICIA POLACCO more about the author

Patricia Polacco is an author and illustrator of over 115 children's books. Her stories are influenced by personal experiences, family stories, and traditions. Many stories are inspired by her grandparents. She also writes stories about multiculturalism which reflect her experiences growing up in Oakland, California.

Patricia Polacco was born in Michigan. After her parents divorced she moved with her mother and brother. They went to live on her grandparent's farm. When she was 7 her grandparents died. Then she moved with her mother to Oakland, California.

Patricia Polacco was not a good student. She struggled with reading and writing. She did not learn to read until she was almost 14. One of her teachers discovered that she had a reading disability called dyslexia. She was able to get help with her reading. After she got help she was a good reader.

After high school Patricia went on to study fine art. She even got her PhD in art history. That means she is a doctor of art history. Before being an author Patricia Polacco had a job restoring art. She started writing and illustrating books after her son needed a book to help him manage his diabetes. Then she started writing down old family stories and illustrating them. Eventually publishers bought her stories and made them into books.

Patricia Polacco has earned many awards for her many books. In total she has earned over 60 awards for her work. Her book "Pink and Say" has won the most awards; including the American Book of the year award in 1995. It was also recognized by the President of the United States as one of the best books in the past 100 years in 2013. Her other books "Thank you, Mr. Falker," "Chicken Sunday," "The Blessing Cup," and "Mrs. Katz and Tush" have also won awards too.

Although she spent most of her life in Oakland, California, Patricia has moved back to Michigan. She lives on her families farm and opens her home to local children as an art and story telling centre.

# TEACHER GUIDANCE PAGE WAY WOOM WE WMNOY

Patricia Polacco is an author and illustrator of over 115 children's books. Her stories are **influenced** by personal experiences, family stories, and traditions. Many stories are **inspired** by her grandparents. She also writes stories about **multiculturalism** which reflect her experiences growing up in **Oakland, California**.

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## GUIDED READING

## WHAT I WISH YOU KNEW about my reading disability

Why is reading so hard? Everyone around me seems to get it. Everyone that is, except me. I am 10 years old and I often hide what I read from others. Or I just grab the same book as everyone else and I pretend to know what I am doing. I just know that I am dumb.

My teacher told my parents that there seems to be a problem. She sent me to see the resource support teacher. She did a bunch of reading tests. I felt so foolish that I couldn't do them. The resource teacher told me I did well but I just don't believe her. I really hate that there is so much reading at school.

My parents took me to see a special doctor. The doctor also did more reading tests and she did some other weird tests too. Like looking at pictures and building stuff.

Later she came to the school to talk to my teachers, parents and myself. She showed us all a graph. She said that I have a reading disability. It means that I can't read like I am supposed to. I am not sure why she needed all of those tests to tell me what I already knew.

Then she showed us another graph. She explained my IQ. That is how smart I am. She said that according to those other weird tests she did that it showed that I am actually very smart. That's what having a reading disability means. Just like people who need glasses to see I need different ways to help me to learn to read.

The tests said that I am very good at some things but not at others. Like I am very good at solving hands-on problems. But it's those other things that make reading hard. But because so much at school has reading in it, school is hard too. My brain just does things differently. She said that if I work with my teachers to use my strengths to help me read then I can get better at it.

I wish my friends in class knew that I'm smart too. I wish they understood that being able to read is not the only way people can be smart. I wish they would help me instead of making fun of me and thinking I was not smart.

It's okay to have a reading disability!

**GUIDED READING TEXT A: 4.2** 

- Why is reading so hard? Everyone else seems to get it. Everyone that is except me. I am 10 years old and I hide what I read from others. Or I grab the same book like everyone else. Then I pretend to read it. I feel like I am dumb.
- My teacher told my parents that there is a problem. She sent me to see the resource support teacher. She did some reading tests. I felt so foolish. I couldn't do them. The resource teacher told me I did well. But I don't believe her. I hate reading at school.
- My parents took me to see a special doctor. The doctor did more reading tests. She did some other weirds tests too. Like looking at pictures and building stuff.
- She came to the school to talk to my teachers, parents and myself. She showed us all a graph. She said that I have a reading disability. It means that I can't read like I am supposed to. I am not sure she needed all of those tests. I knew that.
  - Then she showed us another graph. She explained my IQ. That is how smart I am. She said that those other weird tests said that I am smart. That's what having a reading disability means. Some people need glasses to see. I need different ways to help me to learn to read.
  - The tests said that I am good at some things but not at others. Like I am good at solving hands-on problems. But it's those other things that make reading hard. But because a lot at school has reading in it, school is hard too. My brain does things differently. She said I need to work with my teachers. I need to use my strengths to help me read. Then I can get better at it.
- I wish my friends in class knew that I'm smart too. I wish they knew that not being able to read isn't bad. It is also not the only way people can be smart. I wish they would help me. I wish they would stop making fun of me.
- 8 It's okay to have a reading disability!

## GUIDED READING NOTES

For this guided reading except you will read the article. "WHAT I WISH YOU KNEW ABOUT MY READING DISABILITY"

Students will read the article 3 times. Choose the article version that best suits each students' reading level. There are two reading level options: 4.2 and 2.1

TARGETED SKILLS				
A - Reading for Meaning	B - Understanding Form and Style	C - Reading with Fluency	D - Reflecting	
Comprehension Strategy:	Elements of style	Read Familiar Words:	Metacognition	
Asking questions and making predictions. Students will ask and answer questions and make predictions to show comprehension.	Students will look at the words the author used to help the reader understand how they felt.	Students will read an appropriate level text with fluency. They will accurately read familiar words in context	Students will identify areas that they struggled with while reading and share a strategy that helped them solve this.	

GUIDED READING GUIDE		
Read #1: Check for understanding	Students will read through the article and highlight the words and areas of the text that they struggled reading or do not understand.  After this read ask them to share these areas. If they do not identify any areas, then ask them some of the following questions:  • What is a learning resource teacher?  • What is a PhD?  • What is IQ?  • What is a disability?	
Read #2: What's the gist?	Read through the text a second time. Students will then discuss with the teacher what they think the GIST of this article is. They will share their ideas with other students in the group and give a reason why they think that. Finding the GIST of an article looks at the text features, and the main ideas of each paragraph to help them find what this text is mostly about. Challenge students to report what the GIST is in 10 words or less.	
Read #3: Dive deep	For the third read of this article students will Dig Deep into the text and look for meaning. They will use various comprehension strategies to help them better understand the text. Ask students the following questions to help them dig deeper into the text:  • What is the author trying to tell you with this text?  • How did the author show you how he/she was feeling?  • What can you learn about other from reading this text?  • Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not?  • Based on the information in the text. What do you think this author experienced in school because of their reading disability?  • What connections can you make that help you better understand how the author is feeling?	

# GUIDED READING text based assessment tool

TARGETED SKILLS

B - Understanding C - Reading with Form and Style Fluency

GUIDED READING GROUP

1 2 3 4 5 6

D - Reflecting

WEEKLY GUIDED READING TEXT

A - Reading for

O Purpose O Comp. Strategy O Analyzing O Responding to Texts O Point of View	O Text Forms O Text Patterns O Text Features O Style	<ul><li>O Reading Familiar Words</li><li>O Reading Unfamiliar Words</li><li>O Reading Fluently</li></ul>	<ul><li>O Metacognition</li><li>O Interconnected Skills</li><li>O Goal Setting</li></ul>
Student: B: B: B: Next Steps:	C: D:	Student: B: B: B: Next Steps:	_ C: D:
Student: B: B: Observations:	C: D:	Student: B: B:	_ C: D:
Next Steps:		Next Steps:	
Student:		Student:	
Targets A: B: Observations:		Targets A: B: Observations:	
Next Steps:		Next Steps:	

# MAKING PREDICTIONS

graphic organizer for your ideas

S - WHAT I SEE	Q - MY QUESTIONS	P - MY PREDICTION
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# student pages LITERACY CENTRES

Notebook	Duotang
Print and photocopy  • Notebook student support page	For this notebook style you will need to print out and photocopy four pages for each student.
Students will cut out the four tabs and glue them at the top of their notebook pages.	<ul><li>Respond to Reading</li><li>Writing Feedback</li><li>Grammar</li><li>Spelling this Week</li></ul>
Post for students to view as an	
anchor chart	Optional to post or provide
- Spelling List	individual copies: - Word List
<ul><li>Spelling Choice Board</li><li>Writing Choice Board</li></ul>	M'ii' Ol i D
- writing choice board	- Writing Choice Board - Spelling choice Board

# STUDENT ACTIVITES

Respond to Reading: Students will read "What I Wish I Knew" this week and answer one of the following questions about what they read.

Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not?

Based on the information in the text, what do you think this author experienced in school because of their reading disability?

**Work on Writing:** Using the <u>Writing Choice Menu</u>, 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 <u>Writing Feedback Form</u>.

**Spelling:** Students will choose 10 words to focus on from their personal word list or personal dictionary. They will complete 3 activities from the <u>Spelling Choice Board</u> to practice their spelling words.

**Grammar:** Students will read the <u>Paragraph</u> and look for and fix the errors that relate to the grammar rule of the week. They will rewrite the paragraph properly in their notebook or on the <u>Grammar Support Page</u>.

If you would like to save paper, and your students use a notebook, you can alternately use the <u>Student Notebook</u> <u>Organizer</u> in place of the individual activities above.

# 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**

Re-read the guided reading text from this week. Think about what you have read with the teacher this week, and your own experiences to help you answer ONE of the two questions below.

- 1. Do you think the author is going to tell his/her friends about his/her reading disability? Why or Why not?
- 2. Based on the information in the text, what do you think this author experienced in school because of their reading disability?

<b>WORK ON WRITI</b> Title:	NG	Feedbad	ck:		
Writing Form:	F NF				
Goal:					
☐ Brainstorming ☐ Organizer ☐ Drafting	Revising Conference Publishing	Progressing	Progressing	Progressing	Progressing
Editing		with Difficulty	with Some Success	Well	Very Well
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	single		<u> </u>		
SPELLING Choo can o	ose 10 words to c choose from the	reate your class list or spelling lis	from yo	spelling ur own p	list. You oersonal
1.					
2.		7.			
3.					
4.		9.			
5.		10.			

# RESPOND TO READING

Re-read the guided reading text from this week. Think about what you have read with the teacher this week, and your own experiences to help you answer ONE of the two questions below.

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- 2. Based on the information in the text, what do you think this author experienced in school because of their reading disability?

 	 	 <del></del>

# WRITING FEEDBACK student/teacher conference notes

		Organ Draftir Editing	ng a
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sessment:			
do well?	What do	I need to worl	≺ on?
ack:			
Progressing with	. 1	Progre	
(	sessment: do well?  ack:	do well? What do	<u> </u>

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# GRAMMAR RULES

	her	vas her turn to had to very single	, her 
	"Thank	you, Mr. Falker" by Patric	ia Polacco
Т		Grammar Rule: are both important to unders ing in this sentence. Can you add in not sentence make sense?	
_			
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# SPELLING THIS WEEK

student self-selected spelling lists

# MY SPELLING WORDS

1										
т.										
	 	_	 	_	_	_	_	_	_	_

- 2. \_\_\_\_\_
- 3.
- 4.
- 5.

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8.
- 9. \_\_\_\_\_
  - .0.

# 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,
Read, Hide, Check. (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 story about doing something challenging at school. Think of a problem that happens at school and how it can be solved.	Write a diary for yourself everyday this week. Share the most important events for the day.	Choose an author that you like and write a biography for him or her.
NEWSPAPER	FREE CHOICE	RESEARCH REPORT
Write a newspaper article recounting an event that has happened in the last month.	Choose one of the forms that are listed here on this choice board but choose your own topic.	Research more about a learning disability. Learn what it is and what are some of the things people who have this learning disability struggle with.
REVIEW	SPEECH	PROCEDURAL
Read a book that is set in a school. Write a review of the book.  Don't forget to include your opinions and recommendations.	Write a speech to persuade others about an issue at school that is important to you. Think about a change you would like to see made and persuade others to agree with you.	Think about a task that you do regularly at home or at school. Write a step by step instruction guide for others.

# **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
Demonstrate an understanding of appropriate listening behaviours.	Generate ideas about a potential topic.	Read a variety of texts.
Identify listening comprehension strategies and use them to understand and clarify the meaning of oral texts.	Gather information to support ideas for writing.	Use a variety of reading comprehension strategies when reading.
Demonstrating an understanding of texts by summarizing them and providing evidence.	Write more complex texts.	Demonstrate understanding of texts read independently by summarizing important ideas and citing supporting evidence.
Extend the understanding of texts by making a variety of connections.	Use sentence of different lengths and structures.	Extend the understanding of (independent reading) texts by making connections.
Analyze oral texts and explain how specific elements in them contribute to meaning.	Spell familiar words correctly.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.
		Recognize a variety of organizational text patterns and explain how these help the reader.

# 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.				

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 PatternsStudent 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.

### 3.1/3.2 Spelling

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

### 1.3 Research: gathers ideas

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

### 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.

### 1.3 Uses a variety of comprehension strategies.

- Student can use multiple strategies such as predicting, questioning, and determining importance to 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.

### 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
				_