

KUD: Q 1

Subject: Reading (Novel Study) /centers intro

Date:

Instructor: Bartolai

Unit Concept:

- **Conflict**

Skills/Strategies:

- Compare and contrast two or more characters (FICTION)
- -Determine Main Idea (FICTION)
- -Summarize (FICTION)/ (NON)
- -Predictions (FICTION)
- Identify different types of conflict and resolution (relate to personal and characters) (FICTION)
- Metacognition (text and thinking)
- Schema
- -Determine vocabulary words through context clues (NON/ FICTION)
- Important vs unimportant details (NONFICTION)
- -Cite Evidence and support (BOTH)
-

CCSS:

R.L. 5.3

R.L. 5.2

R.L. 5.4

R.I.5.1

R.I.5.2

R.I.5.4

Know:

Students will know:

- Types of conflict
- Resolution
- Compare and contrast two or more characters
- -Determine vocabulary words through context clues
- -Cite Evidence and support
- -Determine Main Idea
- -Summarize
- -Predictions

Essential Questions:

How does conflict shape us in a positive and negative way?

What qualities make a good reader?

Understand:

Students will understand that:

Conflicts and shape us and build who we are
What we see as conflicts others may not see and visa versa
Good Readers use their strategies to help aide in comprehension

Assessment:

Map out the conflicts a character goes through in the book (site examples of the conflicts the character is dealing with and how it effects them . Then Show how the characters conflicts shaped them.

Other Evidence:

- observations
- Conferences
- Comprehension Bookmarks
- Context Clues work
- Spelling Test
- Spelling Activities
- Vocabulary test
- Vocabulary paragraph

Daily Do:

Day 1 _____

Reading

- Pre-assessment on Rules /conflict and conflict resolution
- -Hook for students conflict (a time they had a conflict)
- (Students work on new vocabulary and context clues) as weekly practice
- Read chapter 1

Day 2 _____

Reading

- Discuss types of conflict (mini -lesson) group based on pre-assessment
- Read book as a class Chapters 2
- Discuss book using (met cognition (thinking and text)
- Students as a group work on discussion question
- Work on organizer connecting conflict to their lives

Independent Work

- **Spelling Activities**
- **Vocabulary**

Day 3 _____

Introduce bookmark and expectations show students how to support evidence find from text (students work in class in pairs for first bookmark) Show students how to site evidence. " In text"....

Center work

- **Spelling**
- **Vocabulary**
- **Active Reading**
- **Bookmark Rules**

Day 4

- Novel Work teach students summarizing technique (5 WORD RULE) MODEL IN CLASS CHAPTER 1
- Work in class with pairs on summarizing Chapter 2

Center work

- **Spelling**
- **Vocabulary**
- **Active Reading**
- **Bookmark Rules**

Day 5

Novel- Read Aloud Chapter 3

Students work on Leveled Conflict Organizer in groups (depending on characters)

- Higher (mom and dad)
- Middle (Catherine and Jason)
- Lower (Catherin and David)

Center work

- **Spelling (TEST)**
- **Vocabulary (TEST)**

Day 6

Novel- Read Aloud Chapter 4

Introduce new context clues

WORK ON SUMMARY FOR FICTION (whole group)

Center work

- **Spelling**
- **Active Reading**

- **Bookmark (begin)**

Day 7

Novel -Read Aloud Chapter 5

Continued Leveled organizer for character conflict

Guided Group- Summary on fiction piece

Center work

- **Spelling**
- **Vocabulary**
- **Active Reading**
- **Bookmark Rules**

Day 8

Novel- Read Aloud Chapter 6

Guided Group -Summary

Center work

- **Spelling**
- **Vocabulary**
- **Active Reading**

Day 9

Novel -Read- Aloud Chapter 7

Guided Group -Summary

Center work

- **Spelling**
- **Vocabulary**
- **Active Reading**
- **Bookmark (begin)**

Day 10

Novel -Read -Aloud Chapter 8

Guided Group -Summary

Center work

- **Spelling**
- **Vocabulary**
- **Active Reading**
- **Bookmark**

Day 11

- **Novel Read-Aloud Chapter 9**
- **Introduce Vocabulary -Context Clue Work**

- Students begin to chart character conflict
- Explain important vs. interesting details (model with purse what is important / not)
- Students discuss their thinking

Day 12

- Novel Read-Aloud chapter 10
- Guided Reading - Interesting vs. important
- Center work
- Spelling
- Vocabulary
- Active Reading

Day 13

- Novel Read -Aloud Chapter 11
- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading
- Bookmark

Day 14

- Novel Read -Aloud Chapter 12
- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading
- Bookmark

Day 15

Novel Read Aloud chapter 13

- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading
- Bookmark

Day 16

Novel Read Aloud Chapter 14

Introduce New Context Clues Vocabulary

Center work

- Spelling
- Vocabulary
- Active Reading
- Bookmark

Day 17

Novel Read Aloud Chapter 15

- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading

Day 18

Novel Read Aloud Chapter 16

- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading
- Bookmark

Day 19

Novel Read Aloud Chapter 17

- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading
- Bookmark

Day 20

Novel Read Aloud Chapter 18

Test Spelling and vocal

Day 21

Novel Read Aloud Chapter 19-20

- Guided Reading - Interesting vs. important

Center work

- Spelling
- Vocabulary
- Active Reading

Day 22

- Novel -Finish
- Discuss book
- Performance Task Introduced Conflict and Resolution Comparison Task

Day 23-25

- Performance Task Introduced Conflict and Resolution Comparison Task -(leveled)

Center work

- Spelling
- Vocabulary
- Active Reading

Accommodations/Modifications:

Guided Groups

Esl cut work

Conference with students

Adapted from Jay McTighe and Grant Wiggins UbD model 2004