

Launch Into Literacy Project

2020-2021



FOR THE LOVE OF LITERACY

www.fortheloveofliteracy.net



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Project Overview

At the beginning of the COVID-19 pandemic, our team witnessed the unexpected: an emergency transition of schools across New Jersey to 100% remote/digital learning with very little time to prepare. At the same time, teachers rose to the challenge, demonstrating the #literacystrong aspects of the #JerseyStrong and #TogetherNJ mentality. While our curriculum team recognizes that some students will return to their teachers in the new year perhaps more digitally skillful and critical as learners, disparities will exist in how students “show up,” whether it is in-person, virtual, or a hybrid combination of both models. Many articles from our home state emphasize how some students lacked access to digital learning and, in some cases, books to engage in reading. This should come as no surprise, as we know that 45% of students in our country live in a book desert. You can even check out the map [here](#) to learn about your own community.

This guide is designed to problem-solve, celebrating a sense of togetherness while reinforcing difficult skills/concepts in English-language arts emphasized in prior grade levels, regardless of students’ reading levels, etc. The lessons included in this resource invite all students to share their unique experiences, while building on their individual/culturally diverse experiences. Funding through the CARES-ACT and For the Love of Literacy, LLC. makes it possible to provide these resources to teachers **FREE**-of-charge. Our hope is that you consider the program highlights and deliver them with joy as you build your new literacy community! Feel free to include modifications and accommodations based on your area of expertise, and let us know how it went! We know that **what you do for readers is awesome!**

Dr. Kenneth Kunz, on behalf of the For the Love of Literacy Team

Program Highlights

- Two weeks worth of literacy lessons based on identified skills/strategies needed to support learners transitioning from one grade level to the next
- Lessons can be integrated into a comprehensive literacy program and offer flexibility in how they are taught and when
- High interest read alouds (fiction/informational) tied to the instruction
- Social and Emotional Learning (SEL) strategies for fostering a positive and welcoming literacy learning community
- Digital resources (to use for home-school connections or remote/digital learning)
- The latest planning template for intentional and interactive read aloud instruction, with attention paid to close reading and SEL considerations

Scope/Sequence and Book Selections

Grade Level	Week 1 Fiction Text	Fiction Skills & Strategies Emphasized	Week 2 Informational Text	Non-Fiction Skills & Strategies Emphasized
*Entering K	If I Built a School by Chris Van Dusen	Main Idea/Summary/ Ask Questions	All Are Welcome Here by Penfold	Building Community/ Routines/ Characteristics of a Text
Entering 1st Grade	What Is Given From the Heart by Patricia C. McKissack	Central Idea & Key Details	Whoever You Are by Mem Fox	Central Idea & Key Details
Entering 2nd Grade	Mr. Posey's New Glasses by Ted Kooser	Predicting/ Compare and Contrast/ Point of View/Tackling Challenging Vocabulary	Eye: How It Works by David Macaulay	Central Idea & Key Details/ Compare & Contrast
Entering 3rd Grade	Rumple Buttercup: A Story of Bananas, Belonging, and Being Yourself by Matthew Gray Gubler	Make & Confirm Predictions/ Compare & Contrast/Making Inferences/ Rereading	The Crayon Man: The True Story of the Invention of Crayola Crayons by Natascha Biebow	Synthesizing/ Determining Importance
Entering 4th Grade	Chapter Two is Missing by Josh Lieb	Using Context Clues/Analyzing Perspective/ Making Inferences	Rising Water: The Story of the Thai Cave Rescue by Marc Aronson	Genre Characteristics/Text Structure & Organization
Entering 5th Grade	Towers Falling by Jewel Parker Rhodes	Summarizing & Synthesizing/ Making Inferences/Point of View/Word Analysis	The Undeclared by Kwame Alexander and Kadir Nelson	Text Structure & Organization/ Integrating Information/Making Inferences/ Main Idea & Details

* Kindergarten is included to provide teachers with additional lesson materials and resources.

The skills and strategies in the chart on the previous page represent those selected after a careful review of the end-of-year units of several ELA and language arts programs. Additional skills and strategies are also emphasized in the lessons, as you will see in the weekly “At a Glance” section. For additional mentor text ideas, our team recommends the International Literacy Association’s 2020 [Children’s Choices](#) and [Teachers’ Choices](#) lists.

SEL Affirmations

For week one, students will affirm: ***I can be present in my learning environment and build a beautiful reading life.*** For week two, students will affirm: ***It’s a beautiful day to learn about new things.*** Whether class is in-person or virtual, these affirmations can be displayed in the daily learning environment and offer opportunities for reflection.

Questions About the Lessons?

Our curriculum writing team would love to hear how you’ve adapted the lessons to make them even stronger for your unique group of learners! Your questions can best be directed by reviewing the frequently asked questions below. For a discount ordering the mentor text selections, For the Love of Literacy, LLC. has partnered with AKJ Education to receive expedited access to the materials. For additional information, contact Kathy McCue at kathymccue@gmail.com.

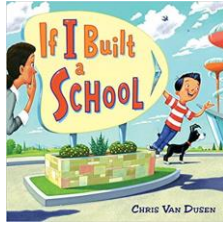


Do you have a question about the...

- overall project? Contact Dr. Kenneth Kunz (kunz.kenneth@gmail.com)
- K-1 Lessons? Contact Jennifer Killeen (jkilleen17@gmail.com) & Laura Calabrese (laura.calabrese@woodbridge.k12.nj.us)
- 2-3 Lessons: Dr. Kenneth Kunz (kunz.kenneth@gmail.com) & Maureen Hall (maureenmchall@gmail.com)
- 4-5 Lessons: Shalonda Archibald (mrs.s.archibald@gmail.com), Gena Cooley, (eugeniacooley2@gmail.com), and Gina Schiano (ginamschiano@gmail.com)
- Adaptations for English Learners? Contact Dr. Kenneth Kunz (kunz.kenneth@gmail.com)

For future literacy project updates like this one, subscribe to the website at www.fortheloveofliteracy.net

Entering Kindergarten



Week One at a Glance

Day One - **Using Illustrations**

Day Two- **Building Community**

Day Three- **Tackling Challenging Vocabulary**

Day Four- **Main Idea/Summarizing**

Day Five- **Skills and Strategies Round-Up**

Day One

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: If I Built a School

Author: Chris Van Dusen

New Jersey Student Learning Standard(s): RL.K.3, K.7, K.10; SL.K.1, L.K.4

Classroom Culture Considerations (Transitions, Engagement, etc.)

This will be most students' first experience with school. Transitioning students from seats to the carpet may be a new skill students have yet mastered. The teacher may want to call students together using a chant or a song such as the one below: (can be adapted for virtual learning).

Eyes on Me

(Tune: Mary Had a Little Lamb)

Quickly put your eyes on me

Eyes on me

Eyes on me

Quickly put your eyes on me

So we can start you see

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

classroom	whiteboard	recess
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *Today we are going to read a book about a very special school. This school looks different from our school. There is a lot of fun and there are different ways for the boys and girls to learn. My favorite part about this book is its colorful illustrations that help me to understand the words of the story. We are going to read about what makes this school so special and we will talk about what makes our school so special too.*

Content Objective: The students will, with prompting and support, identify characters, settings, and major events in a story by using illustrations in the text.

Language Objective: The students will share what they know about the text by zooming in on the illustrations.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *Before we begin, I want to quickly show you some of the illustrations in this book. The bright colors and fun pictures will help us to understand the story better as we listen to it.*

2. *Let me share with you what I think about the boy Jack in this story. On almost all of the pages, I see he has a big smile on his face. I think that means he must be very happy going to his school and learning every day.*

3. *Display several pages in the book showing the character smiling.*

4. *As we read today, I want you to think about why Jack is happy.*

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) Jack creates a school to reflect his own ideas of an ideal school.
- (2) The illustrator provides drawings that give us even more information about the characters, setting, and events.
- (3) School can be fun and a happy place to learn.
- (4) Think about something that makes you happy.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) Using the illustrations helps us as readers learn more about the characters and the story. How has looking closely at the pictures helped us learn about how Jack feels in this book?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

During a reread, the teacher may want to point out instances where Jack is smiling and have students share what is similar between the text and their own classroom/school. This will help students make connections between the text, the character, and their own experiences.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud _____

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time _____ Vocabulary Meeting _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

How do illustrations help readers understand text? Observation of student responses

Day Two

Content Objective: Students will be able to identify familiar people, places, and things associated with the school community.

Language Objective: Students will be able to discuss familiar people, places, and things associated with the school community.

Overview: Identifying key people in a school is this lesson's focus. Remind students that in the book, Jack talked about gym, art, and music. Display these pages to serve as a visual reminder for students. On chart paper, create a list of specials that the students will have this school year. Name the gym, art, and music teachers. Take a tour of the school and show students where these classes are located. Discuss what kinds of activities and things they will learn in each of these classes this year. If you are not able to tour the building, prepare a virtual tour for students to take part in.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?) Students will be able to discuss and describe familiar people, places, and things associated with the school community.

Day Three

Content Objective: Students will identify objects in the classroom or at-home learning space.

Language Objective: Students will be able to recall information from previous discussions to label objects found in the classroom or their at-home learning space.

Overview: Remind students that Jack's school is different from our school and today we are going to learn some words of people and objects found in our school.

Vocabulary Activity: identify school words using Step 1 in the Picture Word Inductive Model (PWIM) this is especially helpful for English Language Learners (ELLs). The teacher will choose an image including many different objects and people found in a school community for example:



Source: Google Image

Enlarge and laminate the image. Students will help label the image by turning and talking and sharing the words they know. The teacher writes the words asking students to say each letter and repeat the word.

Students can label familiar objects/places in the classroom or their at-home learning environment. This will reinforce vocabulary and encourage students to use proper names for common classroom objects.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Day Four

Content Objective: Students will create their own school using their imaginations.

Language Objective: Students will express ideas through drawings and discussions.

Overview: Link the concept of main idea to real-world experience for students - link to own school. Show students several illustrations from the book and discuss the main idea: If Jack built a school, there would be hover desks and pop-up textbooks, skydiving wind tunnels, a trampoline, a basketball court in the gym, and many other things.



Would you change your house? Point out to students that the author also wrote a book about doing that. How about if you could build a car? Again point out that the author also wrote a story about that. Tell students that it is okay to want to make changes to things in their lives. Explain that people may move, repaint their kitchen, and even our classroom and school will look different a month from now than it does today because we will have all our beautiful work up. The teacher may decide to move desks around or bring in a plant. Jack used his imagination to plan his dream school. What would you want to change? Ask students to draw a picture of their dream school and encourage students to label their pictures using inventive spelling.



Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Students will express ideas through drawings and discussions.

Day Five

Content Objective: Students will create a mural of the school.

Language Objective: Using words and ideas from discussions and the story, students will create a mural of the school.

Overview: Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Students will express ideas through drawings and discussions.

School spirit activity: Tell students that the class is going to work together to create a piece of community artwork. Explain to students what a mural is and have students work together (socially distancing) to create a mural of their school. Encourage students to use the school words from Wednesday's activity to label their drawings. Provide students with a large sheet of fadeless paper to be displayed on a class bulletin board.

Digital Resources

Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>

Entering Kindergarten



Week Two at a Glance

Day One - **Using Illustrations to Make Connections**

Day Two- **Building Community**

Day Three- **Tackling Challenging Vocabulary**

Day Four- **Main Idea/Summarizing**

Day Five- **Skills and Strategies Round-Up**

Day One

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: All Are Welcome

Author: Alexandra Penfold

New Jersey Student Learning Standard(s): RI.K.2, 10; SL.K.1

Classroom Culture Considerations (Transitions, Engagement, etc.)

This will be most students' first experience with school. Transitioning students from seats to the carpet may be a new skill students have yet mastered. The teacher may want to call students together using a chant or a song such as the one below:

Criss-Cross Applesauce

Criss-cross applesauce

Give a little clap (clap hands)

Criss-cross applesauce

Hands in your lap (place hands in lap)

Criss-cross applesauce

Quiet as can be (closed hand signal or online muting)

Criss-cross applesauce

Eyes on me (point to self)

Note: If having students come to a common area does not allow for social distancing, you can adapt the song to your needs or expectations (including for virtual learning).

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

welcome	community	talents
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *Today we are going to read a book about a group of children who go to school together. The children are all different and are all welcomed by their teachers and classmates. My favorite part of this book is how everyone is treated kindly and how what makes everyone special is celebrated. As I read, I am going to share my ideas about what makes me unique.*

Content Objective: The students will actively engage in group reading activities with purpose and understanding by engaging in conversation about themselves in relation to the text.

Language Objective: The students will share what makes them unique with the class.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *Before we begin, I want to quickly show you some of the children in the story. I want us to take a look at what makes them the same and what makes them different.*

2. *Let me share with you what I think about the children in this story. I noticed that they all seem to look different and enjoy different things. I noticed that even though they have some differences, they are all smiling and happy together.*

3. *Display several pages in the book showing the characters engaging in various activities together.*

4. *As we read today, I want you to think about what makes you unique.*

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The children in the story are welcomed without prejudice against race, religion, background, or other factors.
- (2) The illustrator provides drawings that support the idea of everyone being welcome.
- (3) Diversity can be celebrated through kindness and acceptance.
- (4) Think about something that makes you unique.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) Using the illustrations helps us as readers learn more about the characters and the story. How has looking closely at the pictures helped us learn about how the children feel about one another despite any differences?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

During a reread, teachers may want to point out instances where children's differences are being celebrated. Students can think about their own talents, backgrounds, families, etc. and what makes them unique. They can share ideas and make connections with other classmates based on their unique qualities.

Extend the Learning

Literacy Work Station_____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group_____

Other_____ Inquiry Time _____ Vocabulary Meeting_____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

How do illustrations help readers make connections? Observation of student responses

Day Two

Content Objective: Students will be able to identify familiar people, places, and things associated with the school community.

Language Objective: Students will be able to discuss familiar people, places, and things associated with the school community.

Overview: Reread the story with a focus on community.

Build Background: Show students several pictures of people in your school's community; for example, the principal, the school nurse, custodians, cafeteria staff, crossing guard, etc. Explain to students that they make up the school's community. Ask students why it is important to have each of these people in the school community.



While reading, stop, and point out the people in the community that you discussed when building background knowledge. For example, on the first page, ask students to tell you who they see that is also in their school community. The concept of the school community can also extend to the at-home learning environment.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?) Students will be able to discuss and describe familiar people, places, and things associated with the school community.

Day Three

Content Objective: Students will be able to identify words that describe how people treat each other who live, go to school, or work in the same community.

Language Objective: Students will be able to use words from the discussion to identify ways people treat each other who live in a community.

Overview: Create a word web using the word community. Brainstorm the ways people treat each other who live, go to school, or work in the same community. Point out all of the keywords like share, work, learn, listen, etc. Then write a short paragraph about community using the words students came up with and create a word sift <https://wordsift.org/>.



A sample word cloud using wordsift.org

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?) Students will use words to describe the way people treat each other in a community.

Day Four

Content Objective: Students will be able to draw self-portraits that show how they are unique.

Language Objective: Students will be able to identify the main idea or theme of the story and discuss this information with classmates.

Overview: Link main idea to real-world experience for students - Remind students that we discussed how everyone in the story was different, but everyone was welcome, which is the main idea. Also, remind them we shared what makes us unique. Today they will draw self-portraits that show how they are unique, thinking about their talents, hobbies, and interests.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?) Students can identify the main idea or theme of the story through discussions and drawings.

Day Five

Content Objective: Students will explain how all people are unique and that in our school community all are welcome.

Language Objective: Through discussions and drawings about the theme of the story, students will collaborate to create an "All are Welcome Here" banner.

Overview: Remind students that this week we talked about how being unique makes us who we are. Explain: *Today we are going to create an "All Are Welcome Here" banner to hang in our school's lobby or classroom for back to school night.* Students can draw pictures of themselves and their families on a large sheet of fadeless paper. To create a virtual page for welcoming everyone, consider using a digital resource like [SeeSaw](#) to have students draw and label their ideas.



Source: Google Image

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?) Through discussions and drawings about the theme of the story, students will create an "All are Welcome Here" banner.

Digital Resources

[Launch Into Literacy Virtual Lessons](https://tinyurl.com/launchintoliteracy): <https://tinyurl.com/launchintoliteracy>

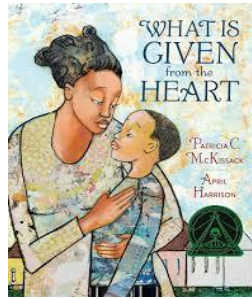


Planning Space

Use the space below to take notes or plan for instruction.

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Entering 1st Grade



Week One at a Glance

Day One - **Word Choice**

Day Two- **Acts of Kindness**

Day Three- **Tackling Challenging Vocabulary**

Day Four- **Central Idea/Key Details**

Day Five- **Skills and Strategies Round-Up**

Day One

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: What Is Given from the Heart

Author: Patricia McKissack

New Jersey Student Learning Standard(s): RL.1.2; SL.1.2

Classroom Culture Considerations (Transitions, Engagement, etc.)

Begin by calling students to the rug, reminding them about any special seating and rules for coming to the meeting place. The teacher may wish to use the chant below:

1, 2, 3, 4

1, 2 - Listen and do

3, 4 - Find a seat on the floor

5, 6 - Close your lips

7, 8 - Sit up straight

9, 10 - Let's begin!

Note: The transition can be adapted based on other classroom layouts for reading aloud, including expectations for virtual learning.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

tremble	squealed	giggle
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *Today we are going to listen to a story about kindness and giving to others. The story is about a little boy who thinks of a really thoughtful gift to give to a little girl. As I read, I am going to think about what is something special I would want to give to someone in need.*

Content Objective: The students will generate ideas of acts of kindness by brainstorming together and thinking about important vocabulary and word choices.

Language Objective: The students will recall story details by completing a story map of events related to the theme of giving to others.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *Before we begin, I want to share with you some ways to show others kindness. I want us to look at pages 25-26. The little girl looks surprised and happy as she hugs what looks like a book. The boy looks happy also.*

2. *Let me share with you some of my thoughts about these children. They both look very happy. I wonder why they are smiling and I also wonder what the little girl is holding in the picture.*

3. *Display pages 28-31 showing the boy and his mom smiling.*

4. *As we read, I want you to think about how doing kind things for others makes you feel.*

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The main character and his mom put much thought into meaningful gifts for the girl and her mom.
- (2) The author uses strong vocabulary words such as “squealed” and “giggle” to describe the girl’s reaction to the thoughtful gift.
- (3) Gifts given from the heart can be more special than gifts bought at a store.
- (4) Think about something kind you could do for someone.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) Using “big” vocabulary words in stories helps readers really understand the author’s message. How have the words in this book helped you as a reader?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader’s theater script address the skill/strategy being taught?)

During a reread, the teacher may wish to focus on the end of the book where the act of kindness has been returned to the boy and his mom. The teacher may wish to focus on the phrase “And our hearts rejoiced!” to emphasize the use of strong vocabulary/phrases and its impact on the reader.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud _____

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time _____ Vocabulary Meeting **X**

Assess the Learning (How can I assess students’ understanding of the skill/strategy being taught?) *How does word choice impact comprehension?* Observation of student responses

Day Two

Content Objective: The students will generate ideas of acts of kindness by brainstorming together.

Language Objective: The students will recall story details to help generate ideas on the ways that we can be kind to others.

Overview: Begin the lesson by reminding students: *Yesterday, you learned that when we are kind to others it makes you feel good. Today, we will brainstorm a list of ways to be kind to others and create a kindness contract. You will get to sign the contract and then we will hang it up in our classroom so we are reminded of the ways we can be kind to others.* A list can also be drafted to extend kindness to virtual learning environments. *What can we do to show kindness to others in a virtual classroom?*

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Have students pick one act of kindness to illustrate and label.

Day Three

Content Objective: The students will discuss how authors use “big words” in a story to help the reader understand the story and to make the story more interesting.

Language Objective: The students will use story details to determine the meaning of unknown words.

Overview: Discuss the importance of recognizing strong vocabulary or “big, juicy words.” Remind students that we have talked about how the author’s use of “big words” helps readers understand the message. Reread the story stopping on specific pages to point out “big words” and ask students if they can figure out the meaning of the words using context clues. Explain: *Readers do this to figure out unknown words. Knowing the meaning of the words helps us to better understand the story.*

Page 3: run-down, Page 5: skimpy, Page 10: convinced, Page 11: trembled,

Page 16: fretted, Page 23: clung

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

The students will use context clues to determine the meaning of unknown words and explain why the authors uses “big words.” Students can identify the big words that authors use in their independent reading books.

Day Four

Content Objective: The students will demonstrate their understanding of the theme by creating their own “Love Box”.

Language Objective: The students will use story details to generate ideas and share them with the class.

Overview: Reread pages 16-26. Tell students that they will listen to a section of the part of the story when James is thinking about what he can put in the “Love Box” for Sarah. Tell students that they will make a love box today and include a special drawing or poem to give to a loved one. Ask students to generate ideas about who they would give their love box to and what would they include in it.

Assess the Learning (How can I assess students’ understanding of the skill/strategy being taught?)

Students will express ideas through drawings and discussions.

Day Five

Content Objective: The students will demonstrate an understanding of key details in a text by creating an anchor chart focused on the theme of kindness and compassion.

Language Objective: The students will use events from the text to contribute their ideas to the class anchor chart.

Overview: Engage students in a picture walk through the story. Stop and point out events from the text that support the theme of kindness and compassion. Complete the anchor chart as a class, listing all students’ responses. Discuss how these events support the theme of the story.

Assess the Learning (How can I assess students’ understanding of the skill/strategy being taught?)

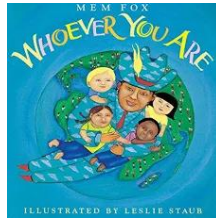
Students will be assessed based on their responses to the task.

Digital Resources:

[Author Interview](#)

[Launch Into Literacy Virtual Lessons](#): <https://tinyurl.com/launchintoliteracy>

Entering 1st Grade



Week Two at a Glance

Day 1 - **Compare/Contrast**

Day 2 - **Building Community**

Day 3 - **Tackling Challenging Vocabulary**

Day 4 - **Central Idea/Key Details**

Day 5 - **Skills and Strategies Round-Up**

Day One

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: Whoever You Are

Author: Mem Fox

New Jersey Student Learning Standard(s): RI.1.2, 1.4; SL.1.4, 1.5

Classroom Culture Considerations (Transitions, Engagement, etc.)

Classroom transitions will still be new to these first graders. Teachers may wish to have designated spots on the carpet for students if proper social distancing can be maintained. A song can be used to transition students successfully to the whole group reading area. The song can also be adapted for virtual learning experiences.

Row, row, row yourself (or Mute, mute, mute yourself)

Gently into place (time for read aloud)

Quickly, quietly, we sit down (Quickly, quietly, eyes on the cam)

Time for Read Aloud!

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

different	lands	Hurts
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: Today we are going to read a book about children who may look different than us and live in different ways than we do. However, these children have feelings like us and often like to do the same things we like to do. My favorite part of this book is how everyone is accepted and no one is left out. As I read, I am going to think about what all the children in this story have in common.

Content Objective: The students will compare and contrast the children in the book by actively participating in partner discussions and considering their own selves.

Language Objective: The students will share what makes them the same and different.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. Display page 3 of the text and state: *Before we begin, I want to show you some of the children we will be reading about in the story.*

2. *Let me share with you what I think about the children in this story. I notice that on this page, the children look different, but they are holding hands and smiling. I also notice that they seem to be hugging the world. I wonder if these children live in different parts of the world.*

3. *Display several pages in the book comparing and contrasting the children (looks, language, lives, homes).*

4. *As we read today, I want you to think about what makes you unique.*

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The children in the story are accepted and celebrated for their differences.
- (2) The author and illustrator support the message of “we’re all different, yet the same” throughout the text and its accompanying illustrations. (Repetition of the word “different”)
- (3) Even though people may be quite different on the outside, they are the same on the inside.
- (4) Think about something that makes you different from a classmate and something that makes you similar to a classmate.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) As readers, we often read and then talk about differences and similarities. When we compare and contrast, we take a closer look at details. This helps us understand better as we become stronger readers. How has comparing and contrasting helped us understand this story better?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader’s theater script address the skill/strategy being taught?)

During a reread or picture walk, the teacher may want to point out how the teacher and some children are “flying” on several pages in the story. They are “visiting” different places around the world highlighting the similarities and differences among the children.

Extend the Learning

Literacy Work Station_____ Writing Task **X** Read Aloud_____

Mini-Lesson _____ Guided Reading/Strategy Group_____

Other_____ Inquiry Time _____ Vocabulary Meeting_____

Assess the Learning (How can I assess students’ understanding of the skill/strategy being taught?)

How does compare/contrast deepen comprehension? Partner students together and have them draw pictures comparing themselves. Partnerships should draw one thing they have in common and one difference.

Day 2

Content Objective: The students will identify comparisons amongst each other.

Language Objective: The students will collaboratively create a compare and contrast anchor chart related to the message of “different, yet the same.”

Overview: Identify comparisons amongst students. Remind students that in the last lesson, they drew pictures to find things they had in common and that they also recognized one difference: *We call this compare and contrast.*



Source: Google Images

Create a compare and contrast anchor chart. Create another anchor chart with titles for Kindergarten and First Grade. Have students help to compare and contrast differences and chart them.

Assess the Learning: (How can I assess students’ understanding of the skill/strategy being taught?)

Have students share ideas with partners and decide where to place the information on the Venn Diagram.

Day 3

Content Objective: The students will explain that authors use words and phrases in a story to help the reader understand the story and to make the story more interesting.

Language Objective: The students will use story details to determine the meaning of unknown words and share them with classmates.

Overview: Reread the book and focus on the word *joy*: something that makes you happy. Brainstorm and chart ideas related to what brings the students joy. Compare and contrast the ideas through a discussion. For example, Keysha thinks that a hug from her mom gives her joy, but Gena thinks that a hug from her grandma gives her joy. *What’s the same, and what is different? They both like hugs but from different people.*

Page 3: little ones; Page 9: lands; Page 16; hurts; Page 20: big, wide world

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

The students will use context clues to determine the meaning of unknown words and phrases and explain why the authors use certain words and phrases.

Day 4

Content Objective: The students will demonstrate an understanding of the central idea of acceptance by creating a class puzzle.

Language Objective: The students will use story details to generate ideas to share with classmates.

Overview: Remind students of the central idea of acceptance. Have students explain what acceptance means. Ask students why it is important for everyone to feel accepted and included in the classroom. Find or create enough puzzle pieces for class. Here's a link to a template on [Puzzle Pieces](#). Of course, you can also make your own! Give each student a puzzle piece and tell them that it represents each one of them. However, a blank puzzle piece surely doesn't represent anyone because a blank canvas doesn't say much! Their job is to use words as well as pictures to create a representation of themselves. Put together the pieces to represent acceptance as one. Teacher Example: I drew pictures of my husband along with me and my two dogs. I also wrote the words love and family. Have students draw their pictures and help by circulating to encourage students to write words to describe their drawings.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

The students will demonstrate understanding through use of words and pictures on puzzle pieces.

Day 5

Content Objective: The students will demonstrate an understanding of the central idea of acceptance by creating a class mural.

Language Objective: The students will use story details to generate ideas and share with classmates.

Overview: Create a classroom mural similar to the one on page 3 in the book, highlighting the similarities and differences among students.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

The students will demonstrate understanding through use of pictures in the mural.

Digital Resources:

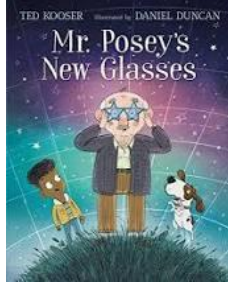
Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>



Planning Space

Use the space below to take notes or plan for instruction.

Entering 2nd Grade



Week One at a Glance

Day One & Day Two-**Predicting**

Day Three-**Comparing and Contrasting**

Day Four-**Tackling Challenging Vocabulary**

Day Five-**Point of View**

Day One

Note: We suggest splitting the read aloud into two days due to the length of the text. On day one, students are invited to make preliminary predictions about the text and discover very quickly whether they can keep or junk their predictions. On day two, as the text continues to unfold, suggestions are made as to how and where students might confirm or adjust their predictions.

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: Mr. Posey's New Glasses

Author: Ted Kooser

New Jersey Student Learning Standard(s): RL.2.1, 2.2, 2.3, 2.4, 2.6

Classroom Culture Considerations (Transitions, Engagement, etc.)

Because students are new to second grade, a song will be introduced for transitioning to the classroom library to engage in read aloud time. The teacher may choose to tape spaced seating with students' initials in a common area for engaging with the read aloud.

For remote learning, norms for listening to the read aloud via technology can be developed and shared with the students.

Everybody come and take, come and take, come and take

Everybody come and take a seat on the floor

Everybody give some space, give some space, give some space

Everybody give some space on the floor.

Not on the ceiling, not on the door...

Everybody come and take a seat on the floor.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

dull	boring	lenses
------	--------	--------

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *In today's read aloud, you're going to be introduced to one of my new favorite characters: Mr. Posey. What's interesting about Mr. Posey is that he feels as if life is boring and the "same old, same old." We certainly don't feel that way about 2020! Last year brought about a lot of new changes for so many of us! I'd like to give you a minute to turn and talk to someone about why you think Mr. Posey is so bored with everything.*

Content Objective: The students will make predictions based off of key details in the story by using the Keep it or Junk It strategy (to make, confirm, or change predictions).

Language Objective: The students will turn and talk to share ideas with partners and treat their partners like VIPs.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *Before we jump into the story, I want to talk about some of the ideas I heard you sharing with your classmates. These ideas are really important because they are predictions that*

we can now read to either confirm, or change based on new ideas learned. You're on your way to thinking about what this story could possibly be about.

2. Let me share my prediction with you: I predict that Mr. Posey is bored because his television stops working so he tries to buy a new TV.

3. Introduce the Keep it or Junk It anchor chart.



Check out how this lesson can be adapted for whole-class discussions:

<https://learn.teachingchannel.com/video/student-run-lesson>

4. As we read today, you can help me decide whether or not I can keep my prediction-- or junk it. Think about your predictions as well!

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) Mr. Posey was bored with his eyeglasses and felt as though everything was dull.
- (2) The illustrator provides drawings that give us even more information about the characters, setting, and events.

- (3) We can always see things in a new way or, in Mr. Posey's case, through a new and clean set of lenses.
- (4) Think about something from your own life that may seem boring, but can be really appreciated because it brings you joy.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) *Keep it or junk it helps you to really think about the details of the story and whether or not your prediction is confirmed or needs to be changed. Who was able to keep their prediction? Who had to junk it? Why?*

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

This text can be revisited to allow students to practice choral reading or echo reading for fluency. Students can become the voice of Mr. Posey or Andy (when they decide to go for a walk to the thrift store).

Extend the Learning

Literacy Work Station ☒ Writing Task _____ Read
Aloud _____

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time _____

Vocabulary Meeting ☒

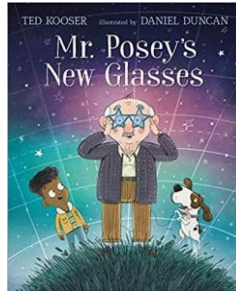
Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

How does the Keep it or Junk it Strategy help you as a reader? Collect ideas from the students.

Day Two

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template



Title: Mr. Posey's New Glasses

Author: Ted Kooser, **Illustrator:** Daniel Duncan

New Jersey Student Learning Standard(s): RL.2.1, 2.2, 2.3, 2.4, 2.6

Classroom Culture Considerations: (Transitions, Engagement, etc.) Since we're starting a new year, we might review how to move to the rug, how to take a seat (both can be established in a song!), how to turn and talk, and how to respond to a question. You can choose to practice the song for day one or introduce another way to transition. In a virtual environment, review a slide that shows expectations for behavior during the read aloud.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

plunged	flung	relieved
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *Yesterday, you learned that we can immediately make predictions and see whether they are kept or junked. However, readers can also naturally predict what might come next as they read a longer text. Let's look at this paragraph and pause to make predictions about what might happen next. Remember that a prediction is smarter and more serious than just a guess. We need to notice what we have been reading and then*

decide what might come next. Use what the author has written and what you know about stories to make predictions. Have your white board and marker ready! “In the middle of the shop was a cardboard barrel full of glasses. Mr. Posey plunged his hand in and stirred the glasses around and fished out a pair that had big stars for frames, blue plastic stars, with imitation diamonds all along the temples.” Let’s see if you can predict what he might see when he places those particular glasses on his face. Take a minute to think and then write or draw what you think Mr. Posey might see. Use your whiteboard. (Adjust the modeling based on where you left off in the story.)

Share a few predictions and then move on to read the next pages. Ask if anyone predicted correctly, and what helped them do that.

Content Objective: The students will explain key details as the story continues by using the Keep it or Junk It strategy to make, confirm, or change predictions.

Language Objective: The students will turn and talk to share ideas with partners and treat their partners like VIPs. (If the environment is virtual, students will be introduced to breaking out into smaller pairs.)

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *When we want to pause and predict, we need to recall what has already happened and think about what could possibly come next. Let’s pause here to make another prediction. “Andy reached way down in the barrel and scrabbled around and pulled out another pair – a pair with big, perfectly round lenses....” Look at the words the author used to describe this pair of glasses and think about what might happen when Mr. Posey puts them on. When you have an idea, turn and share it with your partner.*

Read on and see who had an accurate prediction. Ask that child how s/he decided on that answer. What (in the book or in his/her reading life) helped him/her make it?

2. *Here’s another great spot to pause and predict. “Beneath the star glasses and the turtle-shell glasses and the perfectly round ones, Mr. Posey found a pair whose lenses were shaped like the eyes of a cat.” Okay, take out those whiteboards again and write or draw a picture of what Mr. Posey might see when he puts these glasses on! (Follow same procedure as in #1)*

3. *Ah ha! Here is our final pausing point. “Mr. Posey pulled his handkerchief out of his pocket and wiped the lenses. Then he looked all around.” What do we think he will see*

this time when he puts his own glasses back on his face? Talk it over with your partner and write your prediction on the whiteboard. (Follow same procedure as in #1)

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Lead your students in a discussion about how predicting helps them understand the story and its structure. (Every time he tried on new glasses, what he saw was related to the style of the glasses.) Remind them that they should predict each time they are reading fiction.

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

This book could easily be turned into a Reader's Theater script that groups of students could present to others on their grade level. This strengthens fluency and also allows children to present a prediction lesson to others.

Extend the Learning

Literacy Work Station _____ Writing Task _____ Read Aloud _____
Mini-Lesson _____ Guided Reading/Strategy Group _____
Other: Reader's Theater script reading and presentation
Inquiry Time _____ Vocabulary Meeting **X**

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Each time we read aloud, or in guided reading groups, ask students to pause and predict in one good spot. We could also return to other books the class has already listened to together and examine what clues the author leaves for readers to use for prediction.

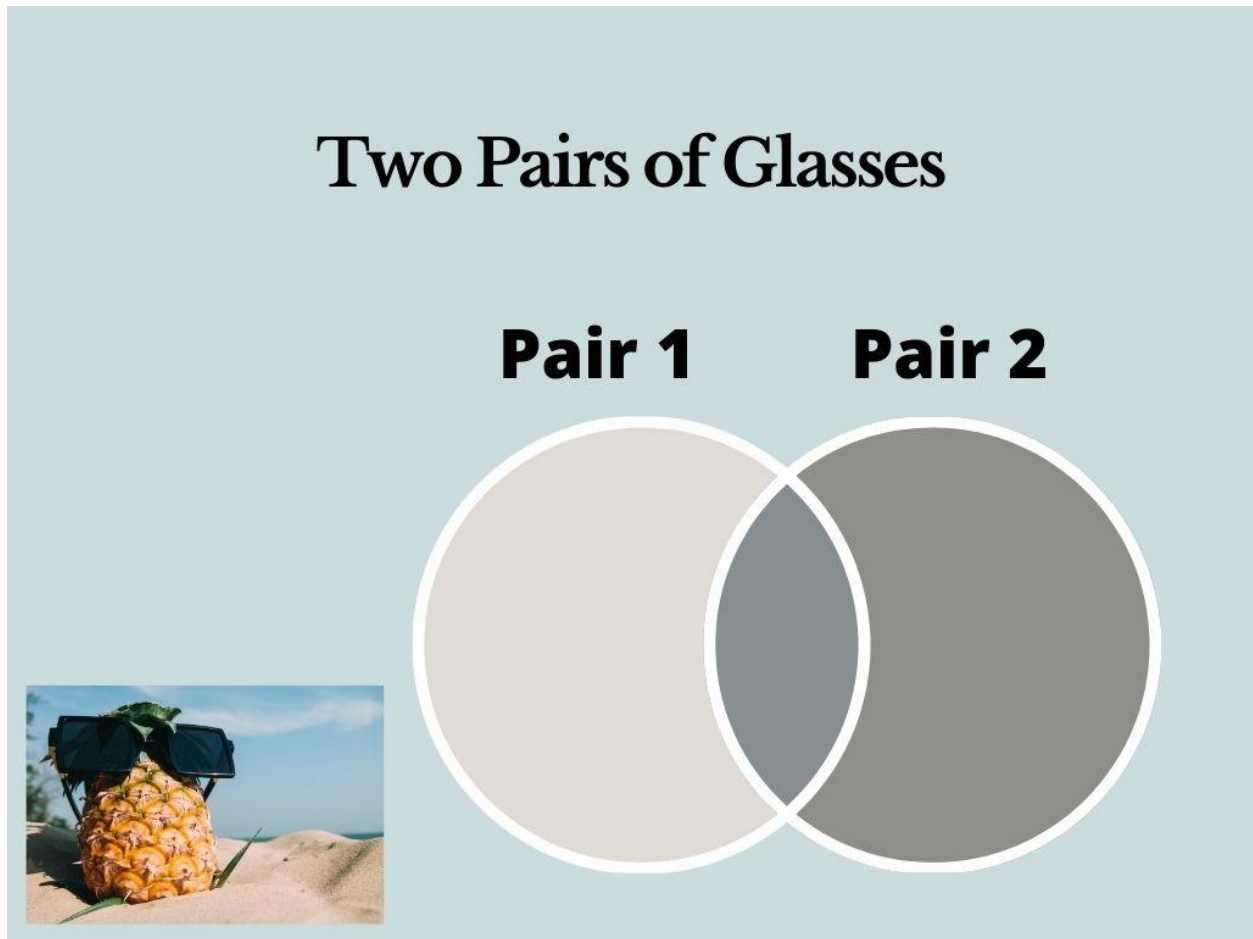
Day Three

Content Objective: The students will compare and contrast two of the main characters from the story by using a Venn Diagram.

Language Objective: The students will turn and talk to share ideas with partners and treat their partners like VIPs.

Overview: Begin the lesson by modeling the use of a Venn Diagram. Introduce two objects or artifacts that have differences and similarities. You may choose to model this activity with two different pairs of glasses or sunglasses. In a virtual environment, you can share stock image pictures from online.

Engage the students in discussion about the similarities and differences and begin to list them in the Venn Diagram.



Allow students to work in pairs to compare and contrast Mr. Posey with Andy.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Have students complete a Venn Diagram comparing and contrasting two characters from their independent reading books.

Day Four

Content Objective: The students will define key vocabulary from the story by reading a journal entry.

Language Objective: The students will “squeeze juicy words” with their partners.

Vocabulary Meeting: Mr. Posey's New Glasses

Word Wall Words:	into, some, about
Tier 2 Vocabulary Focus :	plunged, flung, relieved
Think Aloud: (Connecting to Class Learning)	<i>There are some days when the world just doesn't seem as wonderful as it has in the past. Lots of people have one of those days once in a while, including Mr. Posey from this week's story. When we do, it's good to have a friend around to help out. In today's case, you'll have a chance to work with your partner to complete the activity. Here's something a student wrote in their journal last year about having a tough day. Let's choral read it together...</i>
Message: Circle One: narrative poem letter journal X list riddle informational recipe other	Dear Journal, It has been a tough day. I woke up to get breakfast, but I burned my finger on the hot toaster. My brother told me to plunge my hand into some cold water. He was right; it felt better! When I went outside, a soccer ball came flying past my head. I was scared, but my brother quickly flung the ball back to the kids playing soccer. That was a close one! Later, as we were strolling home, I thought about the day and decided that I was relieved and lucky to have my brother as my friend!
Possible Scaffolding Ideas:	Act out the vocabulary words; read with expression; writing extension--write about a tough day you have had; Squeezing the Juicy Words graphic organizer.

Lesson Extension: As students uncover the Tier 2 vocabulary highlighted in the message, vote on one as a class to “squeeze” using the graphic organizer below. Explain to the students that a “7-Up” sentence is a sentence with seven or more words and context clues to tell about the word. If time permits, allow the students to work in partnerships to squeeze one of the remaining vocabulary words.

Assessment: Students can identify a “juicy” word in their independent reading books and complete the graphic organizer.

Squeezing Juicy Words

Definition:	Picture This!
<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; background-color: yellow; margin: 0 auto; display: flex; align-items: center; justify-content: center;"><div style="border: 1px solid black; padding: 5px; text-align: left; width: 80%;">Vocabulary Word: _____</div></div>	
Synonyms: _____ _____ _____	Antonyms: _____ _____ _____
7-Up Sentence: 	

This graphic organizer is adapted based on the book [Word Nerds](#)

Day Five

Content Objective: The students will distinguish their own point of view from that of the narrator by using a double entry journal.

Language Objective: The students will read their journal entries and listen to their peers to ask clarifying questions.

Overview: Students will need to be taught how to fold a page in their notebook to create a double entry journal with two columns. Remind students: *Throughout the text the characters have thoughts and feelings that can change. Today, we are going to track how Mr. Posey was feeling and what he was thinking. We can compare his thoughts and feelings with our own.*

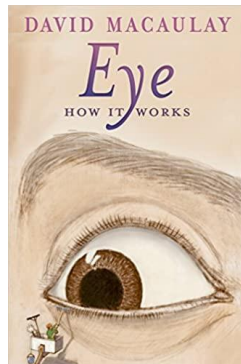
Point of View	
Mr. Posey's Thoughts and Feelings	My Thoughts and Feelings

Assessment: Students can work in partnership to complete a double entry journal for Andy in the text. For independent practice, students can use a similar format to track a character from one of their choice reading texts.

Digital Resources:

Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>

Entering 2nd Grade



Week Two At A Glance

Day One-**Central Ideas & Key Details**

Day Two-**Central Ideas & Key Details**

Day Three-**Comparing and Contrasting**

Day Four-**Comparing and Contrasting**

Day Five-**Mini-Inquiry Choice Day**

Day One

Note: We suggest splitting this read aloud into two days to review central ideas and key details. Second graders will need support identifying the main topics of this multiparagraph text.

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: Eye: How It Works

Author: David Macaulay

New Jersey Student Learning Standard(s): 2.1, 2.2, 2.5

Classroom Culture Considerations (Transitions, Engagement, etc.) *Recently, we learned about the importance of listening to ask clarifying questions when our classmates are presenting. Let's continue to practice that while making eye contact today! Our new book goes along with the topic of our story! (In a virtual environment, review the importance of staying on camera, sitting upright, and monitoring the speaker.)*

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

surrounded	protected	information
damage		

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *We recently read a book about Mr. Posey, a man who thought he needed new glasses in order to see better. This week, we'll be studying our actual eyes, in an informational (or nonfiction) book. We'll learn about the parts of the eye and how they all work together to allow us to see.*

Content Objective: *Our job this week is to listen and look for the central (or main) idea. What is the big, important focus of this book? What is it trying to teach us? Remember that this is the goal of informational texts; they teach us new information; they inform us.*

The students will identify the main topic of a multiparagraph text by asking questions as they read.

Language Objective: The students will use complete sentences to share ideas.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. (after pages 4 – 7) *Let's keep track of what we have learned on this chart. In these first few pages, what was the most important idea the author was trying to teach us?*
2. (after pages 8 – 13) *Wow! There's so much to learn about eyes! What was the most important thought to remember in these past few pages? Let's add it to our chart.*

Day Two-Read Aloud Continued

3. (after pages 14 – 23) *Okay. What big new piece of information have we learned? Let's add it to the chart.*
4. (after pages 24 – 27) *Well these pages explain a lot, especially for those of us who wear glasses. What was the central idea of this section?*
5. (upon completion of book) *If you listened carefully, you might have realized that these last couple of pages sum up the most important idea of this book. Did you hear the author tell you? Let's put that idea, the most important, biggest idea of the book – at the very top of our chart. (Review chart several times during the week.)*

Sample Anchor Chart

Eye: How It Works	
Eyes and brain work together to allow us to see	Main Idea:
Details: eyeballs in place	1. Muscles hold
through the cornea and the pupil	2. Light goes
3. Inside the eye are a lens, a retina, rods, and cones that send signals to the brain	
4. Eyeglasses may be needed to correct focus	

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) Our eyes are specialized and safe inside our skull (one of many facts)
- (2) The book moves from the outside to the inside of the eye, using illustrations and labels. It uses a soccer game to take us through the team effort.
- (3) The author's purpose was to provide information about our eyes and how they work.
- (4) Perhaps to learn how other body parts work together with the brain.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

When we're reading informational text, we're trying to learn something. How does looking for the main idea help you as a reader? How does organizing your thoughts help you be a better reader?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

If one class studies the eye and another studies the ear, for example, the classes could share the information they have learned using a chart and posters of the particular sensory organ.

Extend the Learning

Literacy Work Station _____ Writing Task _____ Read Aloud _____

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other: Students work in pairs to create an illustration of the eye.

Inquiry Time **X** Vocabulary Meeting **X**

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Follow up in small, guided reading groups. When reading informational texts, ask students to read about what one hand can cover. Then ask them to discuss the main idea of the portion just read.

Day Three

Content Objective: The students will compare and contrast scientific ideas between two different texts by using a Venn Diagram.

Language Objective: The students will use complete sentences to share ideas.

Overview: In today's lesson, students read a Wonderopolis article about what brings a tear to our eyes: <https://wonderopolis.org/wonder/what-brings-a-tear-to-your-eye>. Students should be reminded that Venn Diagrams can be used for comparing characters in fiction stories, but also help us organize the information we learn when reading informational texts, especially scientific ones with lots of facts and ideas.

For a digital and interactive Venn Diagram, check out ReadWriteThink's resource: [Digital and Interactive Venn Diagram](#)

Day Four

Vocabulary Meeting Template

Word Wall Words:	own, light, which
Tier 2 Vocabulary Focus :	surrounded, protected, information, damage
Think Aloud: (Connecting to Class Learning)	<i>We use our eyes every day. Mr. Posey showed us just how important it is to see clearly! Now let's take a look at how we see – how our eyes and brain work together to allow us to see.</i>
Message: Circle One: narrative poem letter journal list riddle informational recipe other	A Riddle I am protected by muscles and tears. I take in light and then send information to the brain. I am surrounded by a bony skull. It would be a terrible thing to damage me. What am I?
Possible Scaffolding Ideas:	Writing-students can write their own riddles about their partners, sharing facts and clues about their hobbies and interests; Squeeze the juicy words-vocabulary graphic organizer for bold words; read the riddle for fluency

Day Five: Mini-Inquiry Choice Day

Content Objective: The students will write explanatory texts about their choice topics by reading over their annotations.

Language Objective: The students will present their findings to the class and ask clarifying questions of the presenters.

Overview: Prior to this lesson, it would be helpful to have students explore their wonderings about how our eyes work or any additional questions that may have come up during the week. Students may also have lingering questions about how other parts of the body work. Independent reading time should allow opportunities for students to annotate their texts and gather interesting information to share with classmates. The teacher may want to model this activity by creating an interesting fact sheet related to what he/she has learned about the eye after reading the mentor text.

Inform the students: *In your mini-inquiry groups, I will be giving you time to share your annotations and create an interesting fact sheet or poster to present to the group.* A sample fact sheet is provided below.

Digital Resources:

[Launch Into Literacy Virtual Lessons](https://tinyurl.com/launchintoliteracy): <https://tinyurl.com/launchintoliteracy>

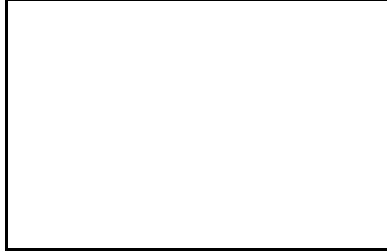


Planning Space

Use the space below to take notes or plan for instruction.

— — — — — — — — — — — — — — —

All About _____



Group Member Names:

We wondered... ?

READ! RESEARCH! REACH OUT TO AN EXPERT!

Books: _____

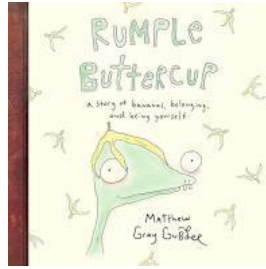
Websites: _____

Experts we Reached Out To: _____

Three Things We Learned:

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Entering 3rd Grade



Week One at a Glance

Day One-**Making and Confirming Predictions**

Day Two-**Rereading**

Day Three-**Comparing and Contrasting**

Day Four-**Making Inferences**

Day Five-**Literacy Work Stations**

Day One

Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: Rumple Buttercup

Author: Matthew Gray Gubler

New Jersey Student Learning Standard(s): RL 3.1, 3.3, 3.4

Classroom Culture Considerations (Transitions, Engagement, etc.) Whether conducting the read aloud in person or virtually, it is important to create a procedural anchor chart with the students to lay out expectations. A sample format is shared below.

Steps We Can Take to Protect Our Reading Time Together

Teacher:

*
*
*
*
*

Students:

*
*
*
*
*

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

weird	disguise	commotion
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *I love how on the cover of the book, the author sets the tone by telling readers that this book is about “bananas, belonging, and being yourself.” I chose this book for that very reason! When I saw the part about bananas, it made me think about how sometimes things can feel a little “crazy” at times. Switching to learning at home last year may have felt that way.*

Content Objective: The students will explain key details in the story by making and confirming predictions based on a “Text Impression.”

Language Objective: The students will verbally share their ideas with classmates, or type their ideas in the virtual learning space.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *I’m going to reveal some words that will give you clues, or an initial impression, about this text. Just like how we have an impression of the people we meet for the first time, like on the first day of school, readers will often get an impression about the text. Let me*

show these words to you one by one. Then, you can begin to draft your prediction on a post-it.

2. *Pay close attention to these words to get your impression. Here we go...*The teacher will display the following words and phrases one by one: once upon a time, monster, weird, alone, Candy Corn Carl, pajamas

3. *Based on these words and phrases, I'd like you to jot down your initial prediction. What is this text possibly going to be about?*

4. Read the story for engagement and stop periodically to review students' predictions. Remind students that as we pay attention to key details and events in the story, it's important to adjust our thinking based on what's actually happening.

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) Rumpel is a lonely monster who lives in the sewer.
- (2) It is a fairy tale told in mini-chapters.
- (3) Told from a second person point of view, this story shows us that Rumpel looks forward to Pajama Day because it's the one day he doesn't feel weird.
- (4) This text inspires us to embrace our differences!

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) Students should recognize that as they go back to their initial impressions of the text, some may be confirmed (unlikely), but many will need to be adjusted based on what *actually* happened in the story.

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

A vocabulary meeting on day two will encourage students to reread their favorite parts of the text. Optional: Create a reader's theater script to have the students act out being the kind kids that come to Rumpel's storm drain in Chapter 3.

Extend the Learning

Literacy Work Station **X** Writing Task _____ Read Aloud _____

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time _____ Vocabulary Meeting **X**

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

See if the students can make and adjust predictions based on chapter books or books that they are independently reading. As you confer with students, ask: What changed or adjusted your thinking? What details or events in the story led you to discover something else that may have happened?

Day Two

Vocabulary Meeting Template

Word Wall Words:	long
Tier 2 Vocabulary Focus :	weird, disguise, commotion
Think Aloud: (Connecting to Class Learning)	<i>Yesterday we read <u>Rumple Buttercup</u> and you were able to think about your predictions based on an impression of the text. Today, we're going to reread and dig a little deeper to uncover the central message, lesson, or moral of the story. I've written a message for you to start to think about which one you would like to defend.</i>
Message: Circle One: narrative poem letter journal list riddle informational recipe other	<p style="text-align: center;">A Possible Lesson Learned</p> <p>Scholars: It's time to think about the central message of <u>Rumple Buttercup</u>, which means we have to reread a little more to notice what recurs, or repeats. Think about which one below you would defend.</p> <ol style="list-style-type: none">Fairy tales do come true.Our disguises let us see people for who they truly are.A little commotion can get your voice heard.We can belong and embrace what makes us weird at the same time.
Possible Scaffolding Ideas:	<p>Reread select parts of the text to demonstrate that the idea of being weird or strange is brought up approximately six times throughout the text (because of this we can infer that it's an important idea).</p> <p>Students can also look to the cover to note that the author refers to the text as a "story of bananas, belonging, and being yourself." Choice (d) best matches this declaration.</p>

Day Three

Content Objective: The students will compare and contrast Rumple Buttercup with the story of Not Your Typical Dragon by using a double-entry journal.

Language Objective: The students will verbally share their double-entry journals, taking classmates on a tour of their notes.

Overview: Demonstrate a paper-fold in the notebook to create two columns. Explain to students that this is sometimes known as a “double-entry” journal and allows readers to organize their thoughts. *Sometimes it’s hard enough to remember all of the details from one story. Using this format, we can compare and contrast the most important points and details presented in two texts on the same topic.*

Digital Resource: [Not Your Typical Dragon](#)

Rumple Buttercup	Not Your Typical
Dragon	

Day Four

Content Objective: The students will draw inferences by annotating where clues lead to new thinking.

Language Objective: The students will share their ideas with partners, treating their partners like VIPs.

Overview: In the first days of the story, students are introduced to Rumple Buttercup through text impressions and later reread to uncover themes and compare and contrast ideas with similar themes from different stories. In today’s lesson, students are brought back into the text to infer.

- Explain to the students that inferring means to understand the text by looking at clues and evidence that might lead to new conclusions.
- Invite the students back into the text: *You may not remember this, but something happened in the beginning of Rumple Buttercup that may have gone unnoticed.*

Now that you're in 3rd grade, it's up to you to stop and notice clues about what's not being said in the text.

- Refer students to the first page where it says "Come close and I'll tell you a story." *I have some sticky notes that I would like to use to annotate. First of all, I am going to write the question: Who is telling this story?* Allow students to share their ideas. Students should recognize that the storyteller is green and has three strands of hair like Rumpel. Students may question whether or not the storyteller is in fact Rumpel because he doesn't have 5 crooked teeth. Invite students to share their ideas using post-it notes. In a virtual environment, you may want to set up a virtual post-it page using [Nearpod](#).

Day Five

Content Objective: The students will engage in literacy workstations to complete tasks related to Days 1-4 of learning.

Language Objective: The students will collaborate and treat their partners like VIPs in the work stations.

Overview: Social distancing obviously changes the ways in which students collaborate socially to co-construct knowledge, and while literacy workstations are meant to enhance collaboration in the classroom, there are implications for virtual learning (eg. using the digital breakout room feature in Zoom). Four stations can be modified and utilized based on your individual schedule or students' needs and are outlined below.

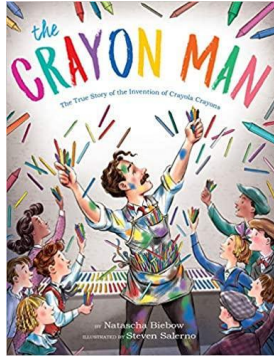
- Partner Reading:
 - Using socially-spaced side by side arrangements for reading or virtual breakout rooms, students can reflect on the learning from day 1 by making and adjusting predictions. Provide the team with some words and phrases from the digital version of [Rumplestiltskin](#). Explain: *While this classic fairy tale sounds very similar to Rumpel Buttercup, the story is QUITE different. As a team, use the words and phrases I've provided to come up with a prediction based on the text impression. You can also write your own if you choose to.* (Possible words to include: beautiful daughter, gold, burst into tears, little man, baby)
 - Reading Notebooks: [Students can learn more about making inferences](#) and take notes based on the short video from McGraw-Hill. [Video #2](#) can be accessed here.
- Word Work: Provide partnerships with excerpts from the story and highlight words they may not have noticed or discussed the first time around. Have the students discuss: How are these words essential to the meaning of the larger text? (eg. weird, normal, strange)

- Computer Station: Allow students to share a document to compare and contrast characters from their independent reading choices with that of Rumpel. Optionally, students can also use the [ReadWriteThink Compare and Contrast Map](#) to get to know their reading partners and identify similarities and differences.

Digital Resources:

[Launch Into Literacy Virtual Lessons](#): <https://tinyurl.com/launchintoliteracy>

Entering 3rd Grade



Week Two at a Glance

Day One and Day Two-**Determining Importance**

Day Three-**Tackling Challenging Vocabulary**

Day Four-**Synthesis**

Day Five-**Comparing and Contrasting**

Day One and Day Two

Note: The recommendations made with this read aloud could be divided across two days. Activities are provided to accompany the lesson.

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: The Crayon Man

Author: Natascha Biebow

Illustrator: Steven Salerno

New Jersey Student Learning Standard(s): 3.1, 3.2, 3.7

Classroom Culture Considerations (Transitions, Engagement, etc.) This week we will work on how to disagree agreeably. We'll use 'I statements' to express ourselves during group discussions.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

marveled	voila	chemists
flocked	knack	

Focus the Learning: What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: (determining importance) *Reading is part saying the words, and part thinking. In fact, it's MORE thinking than it is saying the words! (Use the Reading Salad example here: clear bowl, green crumpled paper for thinking, red crumpled paper for reading – like lettuce and tomatoes in a salad. Point to the book and add a piece of red paper to the salad when you read a sentence. Point to your head and add a piece of green paper to the salad when you pause to think aloud. Just make sure you think more than you say the words written in the book.) So it's good to decide what is important enough to think about when we're reading. Today we'll see just how good we are at determining what is important to think about when we're reading.*

Content Objective: The students will decide what is important to learn from a piece of informational text. We want to focus on what is important when we read or listen to a book.

Language Objective: The students will use 'I statements' to participate in discussions with peers. (I agree with, I disagree because, I have an addition to make....)

Model and Guide Practice: (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

This lesson is used for determining importance.

1. Read aloud, pausing after page 5. Ask, "*What important facts have we learned about Edwin Binney so far? Talk to your partner and listen to him or her, also. (loved color, worked with dark, dirty material all day, was an inventor)*"

2. Read aloud, pausing after page 14. Ask, “*What problems did Edwin need to overcome with his new invention ? Why did anyone need crayons? (material being used only made chunky, dull lines, chalk could be rubbed off)*
3. Read the conclusion of the story. Ask, “*What made Binney a good inventor?*” (*listened, patient, determined not to give up*)
4. Do you share any of those traits? Could you become an inventor?

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) We learned about the time before crayons, about the inventor of crayons.
- (2) This text tells a story about the inventor – one that is full of important information. It is informational, but its structure is story-like.
- (3) Being an inventor must be hard work. Lots of failure before success.
- (4) Does this text inspire you to read about other inventors or inventions? Does it make you want to try to invent something?

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?) Lead children to talk about when it might be important to be able to find and understand only the important “stuff.” (I’m thinking here of studying for a quiz or knowing when to move on to more difficult material.)

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader’s theater script address the skill/strategy being taught?)

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud _____

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time **X** Vocabulary Meeting **X**

Writing: Because it’s the beginning of the school year, students could respond to a writing prompt that begins with “Our pack includes everyone...” Allow students the opportunity to introduce themselves. This could be a bulletin board at school or a virtual presentation.

Research and writing follow up activity. (This should continue throughout the week.) Have students choose one of the following research tasks:

1. Research an invention that succeeded (or one that failed). Why do you think it was successful (or a failure)?

2. Research an invention that you use daily. Write about its creation and its inventor.
3. What invention do you think the world needs? How could an inventor create that? Give it a try!

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Ask your students to use the strategy in a new book they are reading independently (during a conference with you) or in a small group.

Day Three

Content Objective: Students will use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Language Objective: Students will use the modified Frayer Model (Squeezing the Juicy Words) to help them understand the meaning of the chosen words and to determine synonyms, antonyms, and to write sentences with their new words.

Overview: Use the morning message below to introduce students to the vocabulary words. Have them locate the new words, notice the words in context, and choral read the message. On their own or in pairs, students can fill in a chart for one word each day of the week.

Vocabulary Meeting Template

Word Wall Words:	N/A
Tier 2 Vocabulary Focus:	marveled, voila, chemists, flocked
Think Aloud: (Connecting to Class Learning)	<i>Have you ever used something in your house and wondered how it was invented? Think about your television, doorbell, phone, blender. All of those things were once inventions, which means that someone thought them up and then set about to create them. This week we'll be talking about inventions, and we will begin with one you're very familiar with – the crayon.</i>
Message: Circle One: narrative poem letter journal list riddle informational recipe other	Dear Journal, Today my mom, who is a chemist , and I ran an experiment in our driveway. We planned to do it there because it is messy. We invited our friends and neighbors outside with us to watch. We had already built a mountain out of clay and dug a hole into the top of it. Neighbors flocked around. As mom and I poured chemicals into the mountain, the chemicals reacted,

	and Mom and I shouted, “ Voila! ” Our friends marveled as “lava” erupted from our “volcano!”
Possible Scaffolding Ideas:	<p>Can you think of more words like ‘voila’ that come from another language, but that we frequently use? Can you rewrite the journal entry from the mom’s point of view?</p> <p>*Provide pictures of experiments and inventions that marvel people</p> <p>Synthesize: Display illustrations from other texts about inventions. Encourage students to ask themselves: (1) How do the pictures and charts help you understand the information being discussed? (2) Does the visual information add to what I understand about the text? (3) Does the visual information make understanding key concepts clearer?</p>

Day Four

Content Objective: Students will be able to synthesize, using stop points determined by the teacher

Language Objective: During discussion, students will demonstrate their ability to use “I statements.” Some good ones to begin with are, “I agree with _____, but I would like to add _____.” “I disagree with _____ because _____.”

Overview: Explain that writers do not say all of what they want readers to discover. They expect us to take what has been written, roll it around in our brains, and come up with new ideas. This is called synthesis.

Read to stopping points and ask students to discuss with you (in small groups) the ‘why’ behind the words.

(synthesizing) *We learn a great deal from the books we read, but we learn even more when we read and then think about what the book is NOT saying – what we have to supply on our own when we read. If you have ever been reading and have stopped to say, “Wow! I used to think this . . . but now I think this . . . !” you have SYNTHESIZED – you have read the text, and then come up with your own idea about that subject. It’s a*

very sophisticated skill – one that really good readers can start to develop now. Here is what that might look like as we read.

Read to page 14. Pause to ask, “*Why would Binney’s lab need to be ‘top secret?’*”

Read to page 30. Pause to ask, “*Why or how was the 1904 World’s Fair important for inventors?*”

Read to the end. Ask “*Why do some inventions succeed and some fail?*” (Accept all logical answers to each question.)

Day Five

Content Objective: Students will practice using the Venn Diagram (which has previously been introduced) to compare and contrast fiction and informational text.

Language Objective: Students will demonstrate the ability to create lists of similarities and differences (between fiction and informational text) and will place those distinctions correctly on a Venn Diagram.

Overview: Begin with a quick review of the meaning of the two words: compare and contrast. Help students (in pairs) set up a T-chart and begin the lists with them. Ask them to continue on their own and to transfer the similarities and differences to the diagram.

Digital Resources:

Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>



Planning Space

Use the space below to take notes or plan for instruction. Use additional pages if necessary.

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Entering 4th Grade



Week One at a Glance

Day One-Identifying Key Details

Day Two-Comparing and Contrasting

Day Three-Making Inferences

Day Four-Cause and Effect

Day Five-Summarizing

Day One

Note: On day one, students are invited to note key details about the text in order to solve the mystery and dig deeper into the story. On day five, students will have an opportunity to utilize their previously recorded key details to compose their summaries.

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards.

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template.

Title: Chapter Two is Missing

Author: Josh Lieb

New Jersey Student Learning Standard(s): RL.4.1, RL.4.2, RL 4.3, RL.4.4, SL.4.1

Classroom Culture Considerations (Transitions, Engagement, etc.)

In the opening days of a new school year, (whether via remote or traditional classroom setting) it is important to establish discussion norms for the class. Have the class share in creating the norms for their learning community such as: only one person speaks at a time, when someone is speaking everyone else is attentively listening, and we respect all

voices and opinions. It is also a great idea to open the door to collaboration and student voice. Give all learners an opportunity to express their thinking, ideas, and responses independently and in collaborative ways. Seek methods that will appeal to introverts, struggling learners, and ELLs. If technology is available Mentimeter, Pear Deck, and FlipGrid offer ways for students to share their thinking either anonymously or through video. Other methods include, but are not limited to: whiteboards, post-its, chart paper, or journaling.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

lurking	whizzing	fluttered
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: Today's read aloud creates an opportunity for everyone to participate as active crime scene detectives. *This story is "an active crime scene" and your assistance is needed to solve this case. First I need everyone to "brain dump" everything you know about detectives and crime scenes. Let's take a brief moment to make a list of each.* Two volunteers (one for the detectives and one for crime scenes) will record ideas as members of the learning community share ideas. Guide students to the conclusion that good detectives take lots of notes at the scene of the crime in order to help solve their case. After the brain dump is complete, take another minute to review and make sure nothing is missing.

Content Objective: The students will highlight key details throughout the story in chronological order to solve the crime. These will later be used to create a detailed summary.

Language Objective: The students will engage in collaborative discussions, build on the ideas of others, clearly express their own thinking, and use context clues to discover the juicy words above.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *As we embark on this investigative journey, I want to remind everyone that you are crime scene detectives. As previously discussed, detectives take lots of notes while at the scene of a crime. These notes and key details will serve two purposes for us; first they will hopefully lead us to discover the missing chapter and second, they will help you build a detailed summary including the three juicy words I have written here on index cards. I hope you are wearing your best thinking caps today.*

2. Introduce the opening statement for all students to record. Opening Statement: The story begins in Chapter One, with the narrator frantically announcing that Chapter Two is missing.

3. Demonstrate how students should list the key details as bulleted items after the opening statement.

4. *Today as we read and investigate, you will decide which details should be included. Remember, we are a collaborative learning community. You are not working in isolation- we are in this together.*

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The text states that a chapter has mysteriously disappeared and that the reader can assist in locating it.
- (2) The text uses a variety of funny clues, inserts an entire chapter from a different book, has missing punctuation, and hides the missing chapter in the back of the book.
- (3) The text is meant to entertain and intrigue its readers.
- (4) This text reminds me that everything is not always as it seems.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

How can readers use inferences about characters to learn more as they read?

What did you learn about the characters that helped you solve the mystery?

What clues surrounding the juicy vocabulary words led you to discover their meaning in context?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

This text can be reread by students to practice and build fluency while recapturing the expressions and dialogue between the characters.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Inquiry Time **X** Vocabulary Meeting _____ Other _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

How did highlighting and recording key details help you understand the story's plot? Have students share responses as an exit ticket. Encourage students to include specific details in their responses.

Digital Resources:

<https://www.mentimeter.com>

<https://peardeck.com>

<https://info.flipgrid.com>

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/graphic-organizers-reading-comprehension/>

Day Two

Content Objective: The students will compare and contrast the main characters from the story by using a Venn Diagram (students can create or a graphic organizer can be provided).

Language Objective: The students will turn and talk to share ideas with partners and respect all members of their learning community. During these discussions, partners will consider the differing perspectives of the characters.

Overview: Begin the lesson by modeling the use of a Venn Diagram. Introduce the activity by identifying the differences and similarities of two objects or people. In a virtual environment, you can share stock image pictures from an online source. To have students analyze perspective, consider including each character's POV based on their thoughts, actions, and what they're both like internally and externally.

Engage the students in discussion about the similarities and differences and record student responses in the Venn Diagram.

Allow students to work in pairs to compare and contrast Milo with Detective McGarrin, using character traits as well as physical attributes. Listen for student led discussions and collaboration. Encourage students to use academic and text specific language.

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Have students compare and contrast two characters from their self-selected reading books and complete a Venn Diagram. Remind students to use character traits as well as physical attributes of each.

Day Three

Content Objective: The students will make inferences by completing an inference chart with their partners.

Language Objective: The students will share views and ideas with their partners.

Inference Chart: Chapter Two Is Missing

What the Text Says:	What I Infer:
Example: I would pay any price to get Chapter Two back, obviously, because without Chapter Two the book isn't complete. (pg. 4)	Sample Response: The boy (narrator) is desperate to find the missing chapter. Usually, the first chapter sets the tone for the rest of the story. Something important might be missing because of this.
Milo shrugged. "That doesn't make any difference to me. I'm just the janitor here, after all." (pg. 8)	
Milo picked up his mop and walked out, grumbling under his breath about how nobody respected a book's janitor, even though he was the one who kept the book clean enough to read. (pg. 10)	

I couldn't argue with that logic. After all, she's a detective. (pg. 12)	
--------------------------------------------------------------------------	--

Assessment: Students make inferences in their self-selected reading books and complete a graphic organizer (students can create or be given a graphic organizer).

Day Four

Content Objective: The students will determine why certain actions or events took place in the story.

Language Objective: The students will turn and talk to discuss what happened with partners in their learning community.

Overview: Students can create a Cause and Effect organizer in their journals or be provided with a graphic organizer. Begin by modeling one example from the text and then allow students to work together with partners. Encourage students to think aloud as they decide the "why" of what happened in each example.

Cause and Effect	
Action or Event	Outcome
1.	1.
2.	2.
3.	3.
4.	4.

Assessment: Students can work together with a partner to identify additional cause and effect examples from self-selected reading books.

Day Five

Content Objective: The students will write their own summaries using key details from the text.

Language Objective: The students will read the summaries to their partners and offer constructive feedback to their peers.

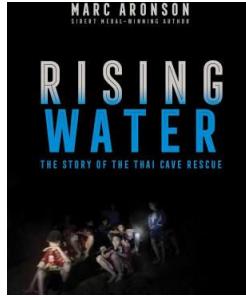
Overview: Create a shared summary with the class using the key details they recorded on Day One. As you model for the students, point out how it is important to begin with an opening statement. Demonstrate how you put the key details in chronological order, utilize only the most important events, and include a conclusion. Allow the opportunity for students to discuss which details should be included.

Assessment: Students can write detailed summaries of their self-selected reading books. Encourage students to use specific details and vocabulary from their books.

Digital Resources:

Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>

Entering 4th Grade



Week Two at a Glance

Day One and Day Two- **Text Structure and Organization and Genre Characteristics**

Day Three- **Word Study**

Day Four and Day Five- **Main Idea and Details**

Day One and Day Two

Notes:

- 1) The text should be read for at least five consecutive days. Students can then borrow it from the classroom library to continue reading or you can record the remaining chapters using Podomatic so that students can listen to the rest of the novel.
- 2) The text structure and organization and identifying main idea lessons are critical skills lessons and span two days to provide time for explicit teaching, loads of modeling, and guided practice.

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: Rising Water: The Story of the Thai Cave Rescue

Author: Marc Aronson

New Jersey Student Learning Standard(s): *RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.10*

Classroom Culture Considerations (Transitions, Engagement, etc.)

Students are new to fourth grade and may not be used to the instructional read aloud format. Before reading the novel aloud, provide norms and expectations during read alouds such as note taking procedure (post its, two column notes page, etc.). Conduct a book talk or trailer for the novel to boost interest and provide picture books or short texts related to the text (Thailand culture, cave diving, caves-page 11, etc). Teaching this requires background knowledge of some of Thailand's culture and customs, particularly an understanding of stateless status and a clear visual of the Tham Luang cave system.

Vocabulary to Support Learners as the Text Continues to Develop

Chapter 1: anthropologist peril accumulation porous inundate Chapter 2: impassible adept amphibious	Chapter 3: bespectacled Chapter 4: unfathomable minute indefatigable enveloping gregarious treacherous turbulent inevitable	Chapter 9: peril Chapter 10: assurance terrain
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Have students assess their word knowledge of the vocabulary above by asking students to score the words using the scale below:

1-Never heard or seen it before

2-Heard of it but don't know it

3- Recognize it as somehow related to (blank)

4- Know it when I read it but not sure I can use it correctly

5-Know it and can use it as a reader, writer, speaker, and listener

Sample Graphic Organizer for Vocabulary Word Rating

Vocabulary Word	Never heard or seen it before	Heard of it but don't know it	Recognize it as somehow related to <u>(blank)</u>	Know it when I read it but not sure I can use it correctly	Know it and can use it as a reader, writer, speaker, and listener
anthropologist	1	2	3	4	5
peril	1	2	3	4	5

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *In today's read aloud, you're going to learn about the daring rescue of twelve soccer players and their coach who were trapped in the Tham Luang cave system in Thailand. Rising water in the caves made the team's survival and the rescue efforts extremely difficult. Turn and talk with a partner about some of the challenges you think the boys, their coach, and the rescue teams will face.*

Let me read to you an excerpt, or portion of the text (last paragraph page 68). "You are swimming against the current on the way in, so usually the visibility is not too bad. It is usually fine for the first divers, but the first diver is finning, and that creates eddies in the water, which stirs up the silt and then the second diver doesn't get such good visibility, and then the third diver gets even worse. So by the time you've got a fifth or sixth diver in there, you're down to nil visibility. And then when you get to the end of the cave and you turn around and come out, you are with the current, so anything you stir up at the end of the cave is going to flow all the way out with you, so you tend to have a much worse visibility on the way out. It's a bit of a combat course on the way out. Sometimes you can see a foot in front of you. Other times it's just nothing, it's all by braille. It's quite a mentally exhausting experience."

What are your thoughts about the novel so far? Turn and talk with your partner.

Content Objective (s): Students will be able to identify the varied structural patterns and features/characteristics of literary nonfiction. Students will be able to use text features (table of contents, headings, illustrations, topic sentences, key events, recurring vocabulary) to infer main ideas throughout the text.

Language Objective: The students will use think-pair-share to discuss noticings from a variety of differently organized texts.

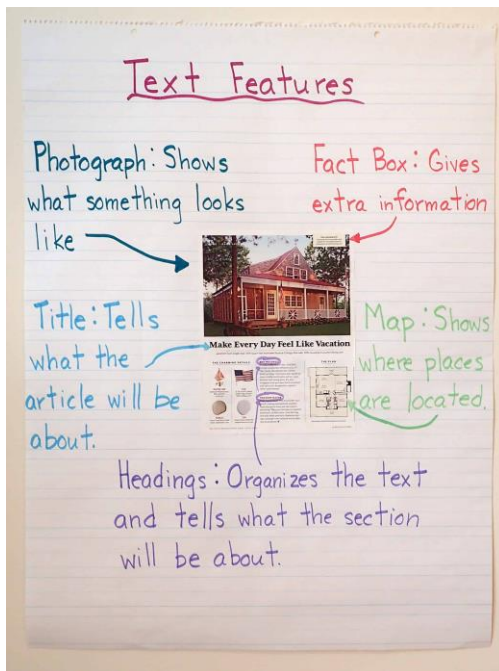
Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

Note: You will need a collection of picture books/mentor texts that demonstrate text structure. These texts can also serve as mentors for teaching text features. Below, you will find a sample for each type of text structure. Keep in mind that some texts may fit multiple structures and you want to explicitly teach students this.

Text Structure	Mentor Text
Cause and Effect	If You Give a Mouse a Muffin by Laura Joffe Numeroff
Compare and Contrast	Town Mouse, Country Mouse by Jan Brett
Sequence	The Giving Tree by Shel Silverstein
Problem and Solution	Joseph Had a Little Overcoat by Sims Taback
Description	Owl Moon by Jane Yolen

1. During your think-pair-share I heard some interesting ideas. Let's talk about some of those ideas. The text features and ideas that you noticed while browsing your books will help you to determine the main idea of Rising Water, which we will spend more time on in a future lesson. It's great you noticed those things.

2. From the title of the book, back cover summary, table of contents, pictures and headings-I infer that one of the main ideas of this text has something to do with the dangers of cave rescues. As I read to you I want you to note new text features as they appear and describe what additional information you learn about the text from your selected text feature.



Structure	Definition	Visual	Clues
Description	the author provides several details of something to give the reader a mental picture		many adjectives, characteristics, or examples
Compare & Contrast	the author discusses similarities and differences between people, things, concepts, or ideas		likenesses and differences are discussed; also, both, in contrast, etc.
Order & Sequence	the author provides readers with chronological events or a list of steps in a procedure		events in order of occurrence, instructions given step-by-step, order words first, next, etc.
Problem & Solution	the author gives information about a problem and explains one or more solutions		a problem is solved or needs solving; problem, solution, solve
Cause & Effect	the author describes an event or several events (cause) and the events that follow (effect)		cause, because, effect, as a result of, due to, reason

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The text states, "...it was not clear whether all this effort could bring anyone closer to finding the boys. Or whether it might be making the rescue impossible."
- (2) Throughout the novel, the author uses lots of details to help the reader feel the events in the story. In this statement, the author is sharing the uncertainty faced during the planning stages of the rescue. The text can seem somewhat journalistic in style, with lots of facts to follow.
- (3) The text means that whatever plan is chosen there is the risk of creating additional challenges that could get in the way of the rescue.
- (4) The text inspires me to focus intently on the rescue plans, noticing the dangers that are possible in each plan.

End of Chapter Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Students should understand how knowing about and processing text features and organization helps them to prepare to process and understand specific types of text such as literary nonfiction like *Rising Water: The Story of the Thai Cave Rescue*. The teacher can pose the question: What stuck with YOU today?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

Extend the Learning

Literacy Work Station_____ Writing Task_____ Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group **X** Other_____

Inquiry Time **X** Vocabulary Meeting_____

This text provides an opportunity for students to begin developing research skills by conducting short research on a variety of topics related to the novel (Navy SEALs, Thailand's culture and traditions, cave exploration, engineering, etc.)

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

How did using the features of this text help you to understand the text so far? Use specific examples to explain your response.

Day Three

Title: *Rising Water: The Story of the Thai Cave Rescue*

Author: Marc Aronson

New Jersey Student Learning Standard(s): *RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.10*

Word Study: Morphology

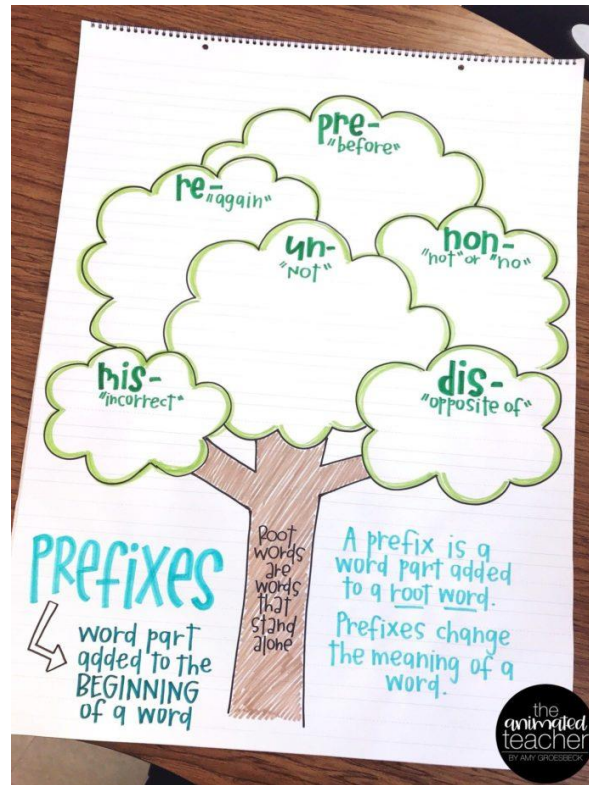
Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Content Objective (s): Students will be able to acquire and accurately use grade appropriate general academic vocabulary.

Language Objective: Students will be able to identify and use prefixes to aid in understanding unfamiliar vocabulary.

Note: *Create a categorized word wall organized by prefixes and suffixes. As new prefixes and suffixes are studied throughout the year, add them to the word wall.*

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.



Source: The Animated Teacher

In the text, I am noticing lots of rich vocabulary. Some include prefixes, or a pair or group of letters added to the front of a base word. Today we are going to spend some time discussing morphology. Say the word with me: morphology. Turn and talk and pronounce the word with your partner. Great pronunciation! Morphology is the study of the forms of words.

Let's start with defining other terms or words that you need to know that relate to morphology, the study of words. (Display anchor chart, and teach root words, explicitly teaching students that root words are base words, or words whose meanings are changed by the addition of prefixes and suffixes. You can also focus on these in a later lesson).

Turn and talk with your partner about how this information will help you when you are reading.

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

Encourage students to complete these sentence stems:

- (1) The text states,
- (2) Throughout the novel,
- (3) The text means that
- (4) The text inspires me to

End of Chapter Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Good readers have vast vocabulary knowledge. They understand that using context clues is one way to try to define unfamiliar words and they also know that understanding prefixes, root words and suffixes can help define unfamiliar words too.

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

Extend the Learning

Literacy Work Station _____ Writing Task _____ Read Aloud **X**
Mini-Lesson _____ Guided Reading/Strategy Group **X** Other _____
Inquiry Time **X** Vocabulary Meeting _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Note: Preselect a chapter that is rich in words that have prefixes.

Let's reread a chapter. While I am rereading the chapter aloud, I will display it so that you can share the reading. Your job is to jot down unfamiliar vocabulary words, especially words that you notice have a prefix. When we are done rereading the chapter, I want you to review your word list and rate your knowledge of these words using the strategy taught in the previous lesson, and then I want you to explain how knowing morphology helped you to define unfamiliar words.

Note: The table below should be an anchor chart near your word wall or in your vocabulary area until students know how to use the process without it.

Vocabulary Word	Never heard or seen it before	Heard of it but don't know it	Recognize it as somehow related to <u>(blank)</u>	Know it when I read it but not sure I can use it correctly	Know it and can use it as a reader, writer, speaker, and listener
anthropologist	1	2	3	4	5
peril	1	2	3	4	5

Day Four and Day Five

Title: *Rising Water: The Story of the Thai Cave Rescue*

Author: Marc Aronson

New Jersey Student Learning Standard(s): *RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.10*

Vocabulary

Please find below sample vocabulary questions for the vocabulary activity. You can add or adjust questions to suit your students' needs or interests.

Activity: Questions, Reasons, Example

This activity requires students to support their thinking and encourages discussion around new vocabulary. For example:

- What is something that is inevitable? Explain.
- What are some things you are adept at? How do you know?
- Which one of these things might be unfathomable? Why or why not? - People living on the moon? The internet disappearing? No computers in schools?

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *In today's read aloud, we are going to continue our journey with the Moo Pa youth soccer team. What are your thoughts about the novel so far? Turn and talk with your partner.*

Content Objective (s): Students will be able to identify the main idea and three supporting details from the text by using the sentence stem, "The main idea is (insert main idea). Three supporting details are (insert supporting details). Students will be able to use text features (table of contents, headings, illustrations, topic sentences, key events, and recurring vocabulary) to infer main ideas throughout the text.

Language Objective: The students will use the pyramid/snowball technique to compare and contrast the overall structure of events, ideas, or concepts or information in the text.

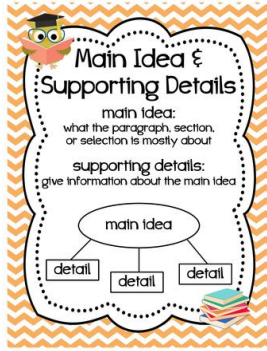
Pyramid/Snowball Technique:

Starting with pairs of students, begin a classroom discussion around a specific question or concept. Ask them to write down ideas and take notes regarding the discussion they are having in their small groups. Once ideas have been discussed thoroughly, combine pairs to form groups of four and have the pairs exchange their ideas. Combine again to form groups of eight, then 16, and so on, until students are participating in a large, full-class discussion and sharing their strongest ideas and biggest questions. (Allow for social distancing if the activity takes place in the classroom or a larger space with more flexibility).

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. During your turn and talks I heard some interesting ideas. Let's talk about some of those ideas. The text features and ideas that you noticed will help you to determine the main idea of the text. It's great you noticed those things.

2. Model selecting important details to figure out the main idea using text "Hero Dogs" ([lesson plan and text attached](#)).



Source: Google Images

As I read aloud, I want you to jot down details that you think are important for identifying the main idea.

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The text states, “As professor Johnson explains, you can see your emotions, feel them, and let them go.”
- (2) Throughout the novel, the author uses lots of details to help the reader feel the emotions of the characters. In this statement, the author is explaining how meditation supports your emotional well being.
- (3) The text means that mindfulness can help people manage their emotions in a healthy way.
- (4) The text inspires me to take purposeful steps to practice mindfulness in order to make better decisions.

End of Chapter Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

- The main idea and three supporting details stems helps you to focus on being concise in your selection of ideas. Based on the chapters that we read in class, what would you say is the main idea? Which three details support your identified main idea?
- Text features provide important information about the main idea(s) of a text. How did the text features that we studied help you to determine the main idea(s)?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader’s theater script address the skill/strategy being taught?)

Extend the Learning

Literacy Work Station_____ Writing Task_____ Read Aloud **X**

Inquiry Time X Vocabulary Meeting_____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Resources

Use Wordle to teach main idea
<https://teachingmadepractical.com/main-idea/>

Hero Dogs Lesson

Podomatic
<https://www.podomatic.com/>

Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>

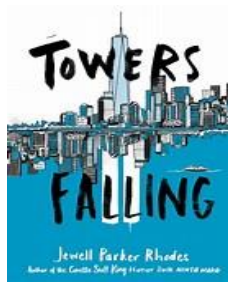


Planning Space

Use the space below to take notes or plan for instruction.

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Entering 5th Grade



Week at a Glance:

Day One: **RAN Chart -Reading and Analyzing Non-Fiction** (See Lesson Below)

Day Two: **Tackling Challenging Vocabulary**

Day Three: **What is in the suitcase?**

Day Four: **Point of View (Characters)**

*Day Five: **Research Project: What it Means to be an American?**

Students write their research paper on information they have been collecting throughout the read aloud. *What is it like to be an American?* Students will work with partners to draft, revise and peer edit. (See Day 5)

May the lives remembered, the deeds recognized, and the spirit reawakened be eternal beacons, which reaffirm respect for life, strengthen our resolve to preserve freedom, and inspire an end to hatred, ignorance and intolerance.

Day One

Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards.

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template.

Title: Towers Falling

Author: Jewell Parker Rhodes

New Jersey Student Learning Standard(s): RL.5.1, RL.5.7, RI 5.8,

Classroom Culture Considerations (Transitions, Engagement, etc.)

Explore partnerships, collaborative small groups and independent work opportunities throughout the read aloud. In addition, offer opportunities for students to visit groups and read through research projects through each phase of the project (pre- write, draft, final copy for peer feedback and revision). Build in modifications for social distancing wherever necessary.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

pleasant (page 8)	integrated (page 12)	groans (page 15)
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Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Overview: *In our Read Aloud Towers Falling by Jewell Parker Rhodes, we will be discussing the events of September 11, 2001. 9/11 is a day that our country will never forget. The events of 9/11 are hard to understand, and throughout our read aloud, we will be discussing the events of that day. In Towers Falling, the author Jewell Parker Rhodes tells a powerful story that touches upon the heartache of that day, through the point of view of children who did not live through it directly. Towers Falling may also be called “a story within a story.” With this text, we will gain a deeper understanding about how that day changed our nation, how understanding and compassion can conquer fear, and how the events of 9/11 continue to touch so many lives.*

Content Objective: The students will be introduced to a RAN chart. (Reading and Analyzing Non-Fiction) RAN is a key strategy for extracting and collecting information from a non-fiction text. Introduce each column of the RAN chart and model for students how to use the RAN chart throughout the reading of the text. Stop and jot on post-its throughout the read aloud to make and confirm predictions, and add new learning to the class anchor chart. Students will summarize and synthesize learning from the text by relating back to a completed RAN chart.

Language Objective: The students will be able to effectively engage in collaborative discussions, build on the ideas of others, and clearly express their own thinking orally and in written form. Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students.

Model and Guide Practice: Create a [RAN Chart](#) for students to share what they think they know about the Twin Towers/9/11. If possible, list each idea on a post-it. As you read, students will fill in what they have confirmed as readers and what they have learned throughout this book.

1. *Readers, before we jump into our read aloud, I would like to share a strategy with you when reading non-fiction. Although this text is historical fiction, the RAN strategy will help support our understanding of the events of 9/11. This is a strategy that you can use whenever you are reading non-fiction to gauge what you “think” you know about the topic, organize new learning, and capture what you are still wondering.*
2. Show the students the cover of the text and ask students to turn and talk with a partner about “What do you *think* you know about 9/11/2001?” If possible, distribute post-its to the children, or ask children to share out what they discussed with their partners. List all ideas under the column, “*What I Think I Know About 9/11.*” Explain that the column *Confirmations*, is for when the learning from column 1 is confirmed in the text. We will pause throughout the read aloud to confirm predictions.
3. After reading page 15, reflect on what Ms. Garcia says, “This is an important week”, says Miss Garcia, looking at the left wall of windows. “An important month.” Pause to confirm any learning.
4. After reading the chapter *Friday*, pages 27-40, think about the RAN chart we created before reading the story. Fill in any information that you have learned from the reading thus far about the attacks on 9/11. Confirm any predictions and add any new learning.

Note: It may take a few days to read through the opening chapters. However, the chapters are short and are likely to engage the students in wanting to hear more about the story.

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The text discusses and explores difficult events and topics, such as the events of 9/11, racism, and homelessness. These challenging topics are carefully introduced and explored throughout this text.
- (2) This text is a story within a story. The text follows three students who know the events only as history—but slowly discover how much the attacks on 9/11 still color their community.
- (3) This text takes us through the point of view of 3 children who did not live through the attacks directly. With this story, students will gain a deeper

understanding about how that day changed our nation, how understanding and compassion can conquer fear, and how the events of 9/11 continue to touch so many lives.

- (4) Throughout the reading of the text, students' belief systems may begin to shift and change. This text serves as a wonderful opportunity to learn more about the cultures of our classmates, and ourselves.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Using a RAN chart while exploring a new topic in non-fiction, allows the reader to keep track of learning new information in a strategic way. The RAN strategy will help students organize future writing and research projects. The RAN chart can also be used for students to summarize and synthesize information from the text.

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

Have students write letters to the author Jewell Parker Rhodes, after reading to share their thoughts of the text. Encourage students to summarize the text and synthesize thoughts with their own thinking. Create an opportunity for a Gallery Walk of research projects: What is it like to be an American?

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Inquiry Time **X** Vocabulary Meeting _____ Other _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

How does the RAN Chart help you to organize your thoughts and new learning while reading a text?

Resources:

[About Jewell Parker Rhodes](#)

[RAN Chart](#) by Tony Stead

Day Two

Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards.

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template.

Title: Towers Falling

Author: Jewell Parker Rhodes

New Jersey Student Learning Standard(s): RI 5.4

Overview: The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by: Crafting a child friendly definition, creating an original sentence, and providing synonyms and antonyms.

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective

Content Objective: The students will use context clues to determine the meaning of unfamiliar words in the text.

Language Objective: The students will be able to effectively engage in collaborative discussions, build on the ideas of others, and clearly express their own thinking orally and in written form. Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students.

1. As you begin to read the story, take a moment to point out the first vocabulary word on page 8: **pleasant** (Chapter Homeroom). Model your thinking of the word pleasant using the clues from the surrounding sentences and complete the four-square (Frayer model) I do, We do, You do. ***I think Ben's sassing me and I ought to hit him. But his face is round, doughboy soft. Pleasant. Don't know why I'm thinking pleasant-I never used that word before-but it popped into my head. I exhale. Ben reminds me of Raymond, not street-smart. Just nice in a dumb kind of way.*** (see example in resources below)

<i>Synonym:</i> <i>nice</i> <i>kind</i> <i>pleasant</i>	<i>Antonym:</i> <i>disagreeable</i> <i>nasty</i>
<i>Sentence</i> <i>(students work with a partner to complete)</i>	<i>Definition</i> <i>(students work independently to complete)</i>

2. Encourage students to utilize this vocabulary organizer when they come to a word they want to know more about. Repeat process for “integrated” page 12 and “groans” page 15.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

When readers come to a word they are unfamiliar with, it is helpful to use the words and sentences around the unknown word for cues and clues. When we are able to figure out words we do not know, we understand the text better and are able to move through it with more ease.

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader’s theater script address the skill/strategy being taught?)

Encourage students to keep track of new vocabulary words on the 4 square template/ vocabulary notebook. Encourage students to utilize these newly learned words in the writing and in their conversations. Students can also use their vocabulary words and RAN charts to think about how to draft a summary about the opening chapters of the text.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Inquiry Time **X** Vocabulary Meeting _____ Other _____

Assess the Learning (How can I assess students’ understanding of the skill/strategy being taught?)

Encourage students to keep a 4 square graphic organizer for unfamiliar words. Ask children to select one to share with you. Assess the students on the completed graphic organizer and the understanding of the analyzed word.

Day 3

Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards.

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template.

Title: Towers Falling

Author: Jewell Parker Rhodes

New Jersey Student Learning Standard(s):

Introduction: Create a detailed description of the contents of Pop's suitcase. Use key details from the text to discuss the importance of the suitcase and what its contents could be. Be sure to use evidence from the text to support your answer. Work with your turn and talk partner to discuss your response. Be ready to share out.

Content Objective: The students will be making inferences about what Pop has stored in the suitcase. The suitcase is referenced often in the text. Why would the author keep mentioning the suitcase in the text? Discuss the possibilities of the contents of the suitcase, and what impact it may have on the plot of the story.

Language Objective: The students will be able to effectively engage in collaborative discussions, build on the ideas of others, and clearly express their own thinking orally and in written form. Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students.

Model and Guide Practice:

1. Think about the character Pop, and create a character traits chart based on Pop thus far in the text. Be sure to record on the chart where in the text you found the information. Model for students what you have learned about Pop in the text so far.

What I know About Pop	What the text says about Pop	What I infer from the text
He does not work and hasn't worked in a long time.	Deja has to take her little brother and sister to her friend's house while they do homework. Pop is too sick and tired to watch them. Page 75	

2. After reading *Suitcase*, Page 141-145 in the text, complete the chart and begin to make inferences about what the contents of the suitcase could be. Students will work with a partner and begin to craft their responses. How do you think this may impact the story?

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Making inferences allows the reader to use what he/she knows, and what the text says to make a logical guess. By inferring throughout the text, we pay close attention as readers to the clues and cues in the text which help us to make clearer sense of what the author is trying to message to us.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Inquiry Time **X** Vocabulary Meeting _____ Other _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

During independent reading, students may make inferences based on what they know and what the text says. While conferring with students, ask students if anyone was able make an inference in the text that they are reading. Throughout the read aloud of Towers

Falling, pause in the text when students may make an inference about a vocabulary word, a character, or what they think might happen next in the text.

Day 4

Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards.

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template.

Title: Towers Falling

Author: Jewell Parker Rhodes

New Jersey Student Learning Standard(s): RL.5.3

Overview: Towers Falling introduces readers to fascinating and complex characters. Analyzing characters gives students the opportunity to explore and understand their role in the story. Character analysis focuses on the traits that determine the person's importance to the story.

Content Objective: The students will engage in a character study of Deja, one of the main characters in the text. In this activity, students will describe Deja from her point of view. How does Deja see herself in the beginning of the story? Be sure to include evidence to support your ideas. Compare Deja's point of view to how others see Deja in the beginning of the story. Think about how Deja's character changes throughout the story.

Language Objective: The students will be able to effectively engage in collaborative discussions, build on the ideas of others, and clearly express their own thinking orally and in written form. Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students.

1. In the first box, write words that Déja would use to describe herself. In the next box, write words other characters would use to describe her. Include evidence from the text. Students may take notes as their reading of the book progresses.

How Deja sees herself in the beginning of the story?	Evidence from the text:
How do others see Deja at the beginning of the story?	Evidence from the text:

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Characters in stories help us see how people might react in various situations. If we can relate to the characters in a text, that makes the story even more meaningful and easier to understand.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**
 Mini-Lesson _____ Guided Reading/Strategy Group _____
 Inquiry Time **X** Vocabulary Meeting _____ Other _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Think about Deja and how she changes from the beginning to the end of the story. Students will complete the chart:

How does Deja see herself at the end of the story?	Evidence from the text...
----------------------------------------------------	---------------------------

Day 5

Interactive Read Aloud Planning Template

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards.

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template.

Title: Towers Falling

Author: Jewell Parker Rhodes

New Jersey Student Learning Standard(s): W2, W5, W6

Overview: Appreciation for one's country and history is one of the important themes that plays out in this text. Students can gain a deeper understanding and build background knowledge about America by conducting their own American Research Project. After a whole-class brainstorming session, students will conduct research and create posters, PowerPoints, etc. that represent what it means to be an American—a question that arises frequently in the novel. Following this project, students are encouraged to participate in a Poster Gallery Walk where they view the work of their peers and identify connections between projects. These connections are the common threads that define our country, clarify what it means for them to be an American, and develop the background knowledge students need to successfully approach and understand this meaningful text.

Content Objective: The text explores the topics such as homelessness, racism, home, and what it means to be an American. Discuss these topics with your students and encourage them to use this information for their writing and discussion.

Language Objective: The students will be able to effectively engage in collaborative discussions, build on the ideas of others, and clearly express their own thinking orally and in written form. Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students.

1. In the beginning of this read aloud, students will engage in a whole class brainstorming session on the topic of “What it means to be an American.” Students will use the last 5 minutes of each class session to gather notes and record information on this topic. Create a chart, and encourage students to (virtually) add post-its with thoughts on the chart.
2. Theme: “What it Means to be an American”-Students will decide on the type of presentation they will create and share during the Gallery Walk. Decide on a day and invite parents (virtually) to the Gallery Walk.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Inquiry Time **X** Vocabulary Meeting _____ Other **X**

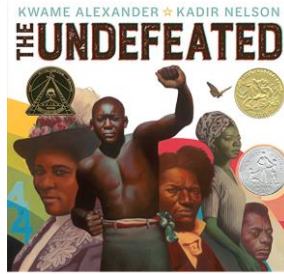
Assess the Learning (How can I assess students’ understanding of the skill/strategy being taught?)

Using a rubric to grade the writing throughout the process. Provide feedback and encourage revision throughout the unit.

Digital Resources

Launch Into Literacy Virtual Lessons: <https://tinyurl.com/launchintoliteracy>

Entering 5th Grade



Week at a Glance

Day One-**Making Inferences & Text Structure**

Day Two-**Comparing and Contrasting**

Day Three-**Tackling Challenging Vocabulary**

Day Four & Day Five-**Integrating Information**

Day One

Note: We suggest that as this poem is read the teacher should guide students to use the illustrations as well as the information from the text to answer questions and make inferences. Also, students should begin thinking about the person or events of interest as their research subjects for the lessons later in the week. This text may connect with conversations about race that stemmed from Towers Falling. For teachers seeking to understand how to dig deeper when leading meaningful conversations in the classroom, we suggest the text [Not Light, But Fire](#) by Matthew Kay.

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: The Undefeated

Author: Kwame Alexander

New Jersey Student Learning Standard(s): RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9

Classroom Culture Considerations (Transitions, Engagement, etc.)

In the opening days of a new school year, (whether it is a remote or traditional classroom setting) it is important to establish discussion norms for the class. Have the class share

in creating the norms for their learning community such as; only one person speaks at a time, when someone is speaking everyone else is attentively listening, and we respect all voices and opinions. It is also a great idea to open the door to collaboration and student voice. Give all learners an opportunity to express their thinking, ideas, and responses in independently and in collaborative ways. Seek methods that will appeal to introverts, struggling learners, and ELLs. If technology is available Mentimeter, Pear Deck, and FlipGrid offer ways for students to share their thinking either anonymously or through video. Other methods include, but are not limited to: whiteboards, post-its, chart paper, or journaling.

Vocabulary Warm-Up What Tier 2 vocabulary or academic words will support learners?

<p>adversity audacious hurdled</p>	<p>swift unbending unflappable</p>	<p><u>Academic Words</u> line meter rhythm stanza</p>
-----------------------------------------------------------------	-----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Introduction: *Today I will be reading from a poetry picture book written by Kwame Alexander. This book is filled with history, insight to social issues, and inspiration. The messages of civil rights and social justice are very pertinent to today's climate and movements. Let's take a look at the title and book jacket. What message do you think the author is portraying? Take a minute to turn and share your thoughts with a neighbor.*

Content Objective: The students will discuss important messages in a poem by analyzing the text structure of a poem-including how stanzas relate to each other and the whole.

Language Objective: The students will turn and talk to share ideas with partners and discuss inferences about the stanzas, pictures, and theme of the poem.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *Prior to hearing the poem, let's review some of the ideas you have just shared with each other. I heard some ideas that may help us as we dig deeper into the messages in this text. When I look at the pictures on the book jacket and think about the title, my initial thought is that the author views each of those figures as pillars of strength in our nation.*

3. *Let's take a moment to create an anchor chart to review the structure of a poem. This will help us as we move to analyze the structure of this text.*

4. *As we read today, collaborate with your peers to point out lines or stanzas that support the idea that an identified figure or figures are pillars of strength.*

Close Reading Adjustments Move through the stages of (1) What does the text say? (2) How does the text work? (3) What does the text mean? (4) What does the text inspire you to do? (Fisher & Frey, 2015).

- (1) The author clearly communicates the social justice message that “Black Lives Matter.”
- (2) The illustrator carefully created pictures that connect well with the words in each line.
- (3) Many African Americans have endured trials, hardship, and struggles but pushed through to make a better life for all.
- (4) We should learn to appreciate the diversity of others in order to live an inclusive and anti-racist life.

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

How can knowing the parts of a poem help readers understand the meaning?

What kinds of words do poets use to help you visualize their ideas?

Share the Learning (What opportunities exist for shared reading experiences? For example, does a reader's theater script address the skill/strategy being taught?)

This poem uses lyrics and lines from notable works by well-known artists that may not be familiar to students. Also, there are references to African Americans that have made contributions to our nation during moments in history and some of more contemporary times. As an extension lesson, students can be encouraged to create their own poems about a selected figure or historical event highlighted in the poem. This would give them an opportunity to engage in research and learn more about the lives and contributions of these individuals. Note: See “Historical Figures and Events Featured in The Undeclared” following the Afterword.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time **X** Vocabulary Meeting _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

What big ideas can we draw from stanzas? Assign select stanzas to groups or partners and have them share information and messages learned from each.

Digital Resources

<http://athomewithkwame.com>

<https://teacher.depaul.edu/Documents/PoetryLessonPlanExamplewithBIGIdeasandBIGQuestions.pdf>

<http://www.theclassroombookshelf.com/2019/10/poetry-as-history-in-the-undefeated/>

Day Two

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: The Undefeated

Author: Kwame Alexander

New Jersey Student Learning Standard(s): RI.5.8, RL.5.9

Classroom Culture Considerations (Transitions, Engagement, etc.)

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Overview: Students will compare and contrast information presented in two accounts to speak more knowledgeably about the topic.

Content Objective: The students will compare and contrast the structure of the two texts and how it supports the author's message.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

1. *We completed reading the book The Undeclared by Kwamee Alexander, and we uncovered that we did not recognize all of the people that were highlighted in the poem. Today we are going to look at another part of the book that gives us much more information about the people who are featured in this powerful text. We are going to compare and contrast the information in the poem to the explanations in the back of the book.*
2. Create an anchor chart for students and complete it together. Model your own thinking in front of the students, and then have the students use the poem and the descriptions to complete the anchor chart.

This is for the	Who/What it Was.....	Why.....
Unforgettable	Jessie Owens	showed the world that Blacks were major contributors in athletics and that Whites were not superior.
Undeniable	(students work with a partner to complete)	(students work with a partner to complete)
Unflappable	(students work with a partner to complete)	(students work with a partner to complete)
Who shine their light	(students complete independently)	(students complete independently)

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Students will be comparing and contrasting the poem and the descriptions from the back of the book to become more knowledgeable on the topic. Students will compare and contrast to organize their thoughts about the topic.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time **X** Vocabulary Meeting _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

What information can be gleaned from the two sources of information? Have students work independently completing the 3 part chart:

This is for the, Who/What, and Why?

Day Three

A guide for intentionally linking mentor texts and skill/strategy instruction to the New Jersey Student Learning Standards

Adapted from Linda Hoyt's Interactive Read Alouds and CLI's Intentional Read Aloud template

Title: The Undefeated

Author: Kwame Alexander

New Jersey Student Learning Standard(s) R4, RL.5.4

Classroom Culture Considerations (Transitions, Engagement, etc.)

Focus the Learning What language will you use to explicitly introduce students to the skill (what) and strategy (how) being taught? Based on data, what do 60% or more of the students need? Consider including a content objective **and** language objective.

Overview: The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by: crafting a child friendly definition, creating an original sentence, and providing synonyms and antonyms.

Content Objective: The students will use context clues to determine the meaning of unfamiliar words in the text.

Language Objective: The students will be able to effectively engage in collaborative discussions, build on the ideas of others, and clearly express their own thinking orally

and in written form. Provide opportunities for intentional turning and talking. Remember to think-aloud to make your learning visible to students.

Model and Guide Practice (In the text I am noticing...) Provide opportunities for intentional turning & talking. Remember to think-aloud to make your learning visible to students. Consider building an anchor chart with the readers or using purposeful post-its.

audacious	unflappable	(student choice)
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1. As you begin to read the poem, take a moment to point out the first vocabulary word “audacious.” Model your thinking of the word audacious, using the clues from the surrounding sentences to complete the four-square (Frayer model) I-do, We-do, You-do. Encourage students to utilize this vocabulary organizer when they come to a word they want to know more about. Repeat process for “unflappable” and “adversity.” (See sample below)
2. *Reread the text on page 14 aloud to the students.*

“This is for the unafraid. The audacious ones, who carried the red,white and Weary Blues on the battlefield to save an imperfect Union.” Readers, I am going to show you what I do when I do not understand a word in a text. I often read the words and sentences around the unfamiliar word to help me understand the unknown word. Let me show you what I mean.

3. Think Aloud: *In the first sentence, the author states, This is for the unafraid. The audacious ones. I know that the word unafraid means brave, or bold, so audacious must mean, fearless or courageous. When I think of the theme of this text, I know the people that the author is writing about are fearless, bold and brave. Students will work with a partner to complete the 4 square vocabulary template.*

Audacious

Synonym: brave bold	Antonym: afraid timid shy
Sentence: <i>(students work with a partner to craft a sentence with the word audacious)</i>	Definition: <i>(students work independently to complete a child friendly definition)</i>

End of Story Reflection (Think about why this skill and strategy is important. How does this impact your reading?)

Understanding vocabulary is integral to a student's ability to comprehend a text. Using the 4 square vocabulary model breaks down word meaning for students and encourages them to use the words and or phrases around the unknown word to tackle difficult vocabulary words in a text.

Extend the Learning

Literacy Work Station _____ Writing Task **X** Read Aloud **X**

Mini-Lesson _____ Guided Reading/Strategy Group _____

Other _____ Inquiry Time **X** Vocabulary Meeting _____

Assess the Learning (How can I assess students' understanding of the skill/strategy being taught?)

Students will use the 4 square vocabulary model template to craft a child friendly definition of the word audacious.

Day Four

Content Objective: The students will research a historical figure or event featured in The Undefeated and integrate information in a final presentation.

Language Objective: The students will brainstorm with their partners and offer constructive feedback to their peers.

Overview: Research topics can be self-selected by the students or assigned by the teacher. Allow time for students to search the internet and/or provide an assortment of literature to be used as primary sources.

Assessment: Students can complete graphic organizers as they find pertinent information for their projects.

Day Five

Content Objective: The students will research a historical figure or event featured in The Undefeated and integrate information in a final presentation.

Language Objective: The students will view their classmates' presentations and complete a constructive feedback form for their peers, seeking to identify the presentation's main idea and details.

Assessment: Students can share and present the findings of their research and investigation.

Presentation Title:	Presenters:	Main Idea(s) Presented:	Details that Support the Main Idea(s)

Constructive Feedback Form

Digital Resources:

[Launch Into Literacy Virtual Lessons](https://tinyurl.com/launchintoliteracy): <https://tinyurl.com/launchintoliteracy>



Planning Space

Use the space below to take notes or plan for instruction.

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