

## Reading

Name: Ackerman / Washington	Week of April 9-12	Unit: Testing Skills/ Tale of Despereaux	Review of Skills Week	Date:
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
SOL & Student Objective:  <b>NO SCHOOL!</b>  *There will be no objective or minilesson today*	SOL & Student Objective:  4.6 The student will read and demonstrate comprehension of nonfiction texts. b) Formulate questions that might be answered in the selection. f) Draw conclusions and make simple inferences using textual information as support. i) Use prior knowledge and build additional background knowledge as context for new learning. j) Identify new information gained from reading.	SOL & Student Objective:  4.6 The student will read and demonstrate comprehension of nonfiction texts. b) Formulate questions that might be answered in the selection. f) Draw conclusions and make simple inferences using textual information as support. i) Use prior knowledge and build additional background knowledge as context for new learning. j) Identify new information gained from reading.	SOL & Student Objective:  4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. c) Identify the main idea. f) Describe the relationship between text and previously read materials. h) Draw conclusions/make inferences about text.	SOL & Student Objective:  4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry. c) Identify the main idea. d) Summarize supporting details. e) Identify the problem and solution. f) Describe the relationship between text and previously read materials. h) Draw conclusions/make inferences about text.
Evaluation/Assessment S- F-	Evaluation/Assessment S – flyer produced F-	Evaluation/Assessment S- answers to the questions F-	Evaluation/Assessment S- responses to questions during reading F- Reading prompt in journal	Evaluation/Assessment S- Responses to questions during reading F- Reading prompt in journal
Essential Vocabulary:	Essential Vocabulary: Drawing conclusions, inferences, background knowledge, context clues	Essential Vocabulary: Drawing conclusion, main idea, author’s purpose, author’s opinions, test taking strategies	Essential Vocabulary: Making predictions, making inferences	Essential Vocabulary: Summarizing, making predictions, making inferences,
<i>Lesson Outline/Notes:</i>	<i>Lesson Outline/Notes:</i>	<i>Lesson Outline/Notes:</i>	<i>Lesson Outline/Notes:</i>	<i>Lesson Outline/Notes:</i>
Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:	Mini Lesson:

	<p>The teacher will begin by explaining that as a class we will read another chapter book. Explain that the book is by Kate DiCamillo, the same author that wrote <i>Tiger Rising</i>. Tell the students that we need to understand the setting of the book before we start reading the <i>Tale of Despereaux</i>. Tell the students that the book is set in medieval times or the middle ages. There are castles and princesses during this time. Tell them that today they will be learning about castles.</p> <p>Ask students if they know anything about castles. Hand out the <u>All about Castles</u> sheet. Read the sheet with the students. Ask them to highlight important information after you have read it to them. Once they are done, explain that they will be creating fliers today about their own fictional castle based on the information that they just read. (See independent work section</p>	<p>The teacher will begin by reviewing test taking strategies. Explain that many students used good strategies on their last benchmark. Ask the students to recall some of the specific strategies that they used on the test.</p> <p>Review any other strategies before handing out the passage (<i>The Middle Ages Introduction to the Middle Ages</i>). Explain that the passage today will give information about the middle ages and medieval times to help the students understand the setting of the next book they are going to read.</p> <p>Pass out the passage and give students time to read the passage and answer questions. Give students direct feedback.</p> <p>Independent Work: Students will read in their independent reading book.</p> <p>Guided Reading: I will conference with students</p>	<p>The teacher will begin by explaining that they will start reading the new book today. Use stopping points along the way to gauge student engagement and to focus on specific reading skills. Read chapters 1-3</p> <p>Once the chapters have been read, have students complete a prompt about the story in their reading journal.</p> <p>Independent Work: Students will complete the following prompt in their reading journal: fate do you think will await Despereaux?</p> <p>Once students are done, they will silently read in their independent reading book.</p> <p>Guided reading: Meet with Jeff, Rashaad, and Reed.</p> <p>Guided Reading: I will meet with two groups this week and use the same passage for each group.</p>	<p>The teacher will ask the students to summarize what they read yesterday. Ask different students to add different pieces of the story.</p> <p>The teacher will read three more chapters (ch. 4-6) in the book. Use stopping points along the way to engage students in the reading and to understand how they are thinking about the book.</p> <p>Once the chapters are done, have students complete a prompt in their journal.</p> <p>Independent Work: Students will complete the following prompt in their reading journals: If you were a member of the mouse community what decision could you or would you make about Despereaux and his actions?</p> <p>Once students are done, they will silently read in their independent reading book.</p>
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	<p>for more detailed information)</p> <p>Independent Work: Students will create a flyer about a fictional castle based on information about real castles. They will create a flier similar to a flier inviting people to a tourist attraction. Their castle features should be based on real castles. They should create a name for their castle and describe some of its features. Once they are done, they will create three questions based on their flier similar to questions they have seen on an SOL test. If time permits, they can trade fliers with another classmate and answer each other's questions.</p> <p>Once they are completely done, students will independently read in their silent reading book.</p>	<p>today and gauge how they are doing with their reading prompts and with their independent reading. I will ask students to read aloud and summarize their book.</p>	<p>Group for Friday: Noah, Reagan, and Sydney</p> <p>I will use a passage so that students do not have to recall and remember another book. They will be reading the Tale of Despereaux and their independent reading books throughout the week. Adding another book to their memories will not increase their comprehension.</p> <p>I will use the passage "Foggy Figure" which also contains multiple choice questions to reinforce the SOL skills that they need.</p> <p>I will ask students to read the title and look at the picture on the page and predict what the story will be about and what will happen in the story. I will explain that there are three characters in the story: Mary, Justin, and Uncle Thomas. I will also explain that in this story, the children are told that a foggy figure haunts the</p>	<p>Guided reading: Noah, Reagan, Sydney</p>
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