

Reading

Name: Ackerman / Washington	Week of April 29-May3	Unit: Testing Skills/ Tale of Despereaux	Review of Skills Week	Date:
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>SOL & Student Objective:</p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>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. i) Make, confirm, or revise predictions.</p>	<p>SOL & Student Objective:</p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>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. i) Make, confirm, or revise predictions.</p>	<p>SOL & Student Objective:</p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>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. i) Make, confirm, or revise predictions.</p>	<p>SOL & Student Objective:</p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>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. i) Make, confirm, or revise predictions.</p>	<p>SOL & Student Objective:</p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>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. i) Make, confirm, or revise predictions.</p>
<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading F- quiz on book 3; Reading prompt in journal</p>	<p>Evaluation/Assessment</p> <p>S – Answers to questions during reading F- SOL type questions</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading F- SOL type questions</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading F- quiz on book 4; reading prompt response</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading F- Summarizing activity</p>
<p>Essential Vocabulary:</p> <p>Summarizing, making predictions, making inferences, characterization</p>	<p>Essential Vocabulary:</p> <p>Drawing conclusions, inferences, background knowledge, context clues</p>	<p>Essential Vocabulary:</p> <p>Drawing conclusion, main idea, author’s purpose, summary</p>	<p>Essential Vocabulary:</p> <p>Making predictions, making inferences, drawing conclusions</p>	<p>Essential Vocabulary:</p> <p>Summarizing, making predictions, drawing conclusions, making inferences</p>
<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>

<p><u>Mini Lesson:</u> The teacher will begin by asking students to summarize what they read previous day. Ask different students to add different pieces of the story.</p> <p>The teacher will read three chapters (ch 34-37) in the book. Use stopping points along the way to engage student 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><u>Independent Work:</u> Students will complete a quiz on book three.</p> <p>Students will complete the following prompt in their reading journals: We now know Roscuro’s plan and how Mig fits into the plan. How do you think Despereaux fits into the end of the story and contributes to the end of the book?</p>	<p><u>Mini Lesson:</u> The teacher will begin by asking students to summarize what they read yesterday. Ask different students to add different pieces of the story.</p> <p>The teacher will read three chapters (ch 38-41) in the book. Use stopping points along the way to engage student 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><u>Independent Work:</u> Students will first work on SOL type questions. They will be given open ended and multiple choice questions from the fourth part of the book. They will work on specific skills that all students struggled with on the reading benchmark test.</p> <p>Students will complete the following prompt in their</p>	<p><u>Mini Lesson:</u> The teacher will begin by asking students to summarize what they read yesterday. Ask different students to add different pieces of the story.</p> <p>The teacher will read three chapters (ch 42-45) in the book. Use stopping points along the way to engage student 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><u>Independent Work:</u> Students will work on SOL type questions. They will be given open ended questions from the second part of the book. They will work on specific skills that all students struggled with on the reading benchmark test.</p> <p>Students will complete the following prompt in their reading journal: Predict</p>	<p><u>Mini Lesson:</u> The teacher will begin by asking students to summarize what they read yesterday. Ask different students to add different pieces of the story.</p> <p>The teacher will read three chapters (ch 46-49) in the book. Use stopping points along the way to engage student 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><u>Independent Work:</u> Students will complete a quiz on most of book 4.</p> <p>Students will complete the following prompt in their reading journal: Make a character chart comparing these characters: Despereaux, Roscuro, Mig, Pea, Botticelli, Hovis. Use examples from the readings to justify your answer.</p>	<p><u>Mini Lesson:</u> The teacher will begin by asking students to summarize what they read yesterday. Ask different students to add different pieces of the story.</p> <p>The teacher will read three chapters (ch 50-52) in the book. Use stopping points along the way to engage student 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><u>Independent Work:</u> Students will complete a summarizing activity where they will summarize the 4 books of <i>The Tale of Despereaux</i>. Students will create a 4 section collage. Each section will have a drawing of their favorite scene from each book. On the back, Students will summarize and explain what they drew.</p>
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<p>Once students are done, they will silently read in their independent reading book.</p> <p><u>Guided reading:</u> The teacher will use this passage for two days with two different groups.</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>Meet with Jeff, Rashaad, Reed</p> <p>I will use the passage "Space Foo" which also contains open ended questions to reinforce the SOL skills that they need and is a nonfiction passage.</p> <p>I will ask students to read</p>	<p>reading journal: As a mouse in shining armor, what do you think Despereaux will have to do to save the Pea?</p> <p>Once they are completely done, students will independently read in their silent reading book.</p> <p><u>Guided Reading:</u> Noah, Reagan, Sydney (If some of these students are pulled other students to meet with include: Destiny, Sophia, Serrell)</p> <p>I will use the same passage and process from Monday.</p>	<p>what will happen when Despereaux goes into the dungeon.</p> <p>Students will read in their independent reading book.</p> <p><u>Guided Reading:</u> I will conference with students 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>Students to conference with: Elisha, Serrell, Gracie, Sophia, Mason, Collin, Jordan, Aaron Z, Connor, Destiny, Bridget</p>	<p>Once students are done, they will silently read in their independent reading book.</p> <p><u>Guided reading:</u> 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>I will use the passage "Penguins" which also contains multiple choice questions to reinforce the SOL skills that they need and is a nonfiction passage.</p> <p>I will ask students to read the title and predict what the story will be about and what will happen in the story. I will ask students if they know anything about penguins.</p> <p>I will explain that this story is about penguins, where they live, and what they do.</p>	<p><u>Guided Reading:</u> Noah, Reagan, Sydney (If some of these students are pulled other students to meet with include: Destiny, Sophia, Serrell)</p> <p>I will use the same passage and process from Thursday.</p>
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<p>the title and predict what the story will be about. I will ask if they know anything about astronauts or space travel.</p> <p>I will explain that this passage is about what and how astronauts eat food in space.</p> <p>I will then ask the students to read. I will tell them that when I tap their paper that they are to read aloud. When they have read the passage once I will ask them to place their hand in the middle of the table and read the story again while they wait.</p> <p>Once everyone is done I will ask them to summarize the story. I will focus on the main idea how to summarize a story from beginning to the end.</p> <p>If time permits, we will begin the passage questions.</p>			<p>I will then ask the students to read. I will tell them that when I tap their paper that they are to read aloud. When they have read the passage once I will ask them to place their hand in the middle of the table and read the story again while they wait.</p> <p>Once everyone is done I will ask them to summarize the story. I will focus on the main idea how to summarize a story from beginning to the end.</p> <p>If time permits, we will begin the passage questions.</p>	
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