

Reading

Name: Ackerman / Washington	Week of April 15-19	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>b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.</p> <p>c) Identify the main idea.</p> <p>f) Describe the relationship between text and previously read materials.</p> <p>h) Draw conclusions/make inferences about text.</p> <p>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.</p> <p>d) Summarize supporting details.</p> <p>e) Identify the problem and solution.</p> <p>f) Describe the relationship between text and previously read materials.</p> <p>h) Draw conclusions/make inferences about text.</p> <p>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.</p> <p>d) Summarize supporting details.</p> <p>e) Identify the problem and solution.</p> <p>f) Describe the relationship between text and previously read materials.</p> <p>h) Draw conclusions/make inferences about text.</p> <p>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.</p> <p>d) Summarize supporting details.</p> <p>e) Identify the problem and solution.</p> <p>f) Describe the relationship between text and previously read materials.</p> <p>h) Draw conclusions/make inferences about text.</p> <p>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.</p> <p>d) Summarize supporting details.</p> <p>e) Identify the problem and solution.</p> <p>f) Describe the relationship between text and previously read materials.</p> <p>h) Draw conclusions/make inferences about text.</p> <p>i) Make, confirm, or revise predictions.</p>
<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading</p> <p>F- character chart in journal; reading prompt in journal</p>	<p>Evaluation/Assessment</p> <p>S – Answers to questions during reading</p> <p>F- SOL type questions</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading</p> <p>F- Summary of the first book in reading journal</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading</p> <p>F- open ended SOL type questions; reading prompt response</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading</p> <p>F- Reading prompt in journal</p>
<p>Essential Vocabulary:</p> <p>Drawing conclusions, making inferences, making predictions, characterization, context clues</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, making inferences, characterization</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 yesterday. Ask different students to add different pieces of the story.</p> <p>The teacher will read three chapters (ch 7-9) 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>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 10-12) 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>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 13-15) 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>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 16-18) 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>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 19-21) 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 two prompts in their reading journal. The first task is to create a character chart with 4 of the main characters in the book (Despereaux, Antoinette, Lester, Furlough). They will describe these characters and if possible, give examples from the book.</p>	<p><u>Independent Work:</u> Students will work on SOL type questions. They will be given open ended questions from the first part of the book that was read last week to assess whether they can keep events from the book in order. They will also have a few questions that ask them to look at a specific paragraph and tell which</p>	<p><u>Independent Work:</u> Students will complete the following prompt in their reading journal: Summarize what happens in the first book. Give details about the beginning, middle, and end. Draw a picture to represent the beginning, middle, and end.</p>	<p><u>Independent Work:</u> Students will work on SOL type question. They will be given a copy of chapter 16 and answer open ended questions. They will be asked to highlight their proof and write the question number beside their proof. Students will complete the following prompt in their reading journal: What do you think</p>	<p><u>Independent Work:</u> Students will complete the following prompt in their reading journals: How do you think Roscuro felt after the queen died and after looking back at Princess Pea? What do you think he will do next?</p> <p>Once students are done, they will silently read in</p>

<p>Next, students will answer the following question: why do you think Despereaux does not care about Furlough's message?</p> <p>When students are done, they should read independently in their silent reading books.</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>Group: Jeff, Reed, Rashaad</p> <p>I will use the passage "Electricity and Energy Circuits" which also contains multiple choice</p>	<p>question that paragraph answers.</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>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: Jordan, Aaron Z, Connor, Collin, Destiny, Gracie, Serrell, Sophia, Bridget, Mason, Elisha</p>	<p>will happen if Roscuro goes upstairs?</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>Group for Friday: Noah, Reagan, and Sydney</p> <p>I will use the passage "Frogs at Risk" 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 look at the picture on the page and predict what the story will be about and what will happen in the story. I will ask students to tell me</p>	<p>their independent reading book.</p> <p><u>Guided reading:</u> Meet with Noah, Reagan, Sydney</p> <p>Use the same passage ad process from Thursday.</p> <p>If time permits, conference with other students.</p>
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<p>questions to reinforce the SOL skills they need. In addition, students tend to struggle with nonfiction. This nonfiction passage should help them on the SOL as well.</p> <p>I will ask students to first recall what we learned about electricity and circuits. Next I will ask students to read the title and describe what the passage may be about. I will ask them to look at the pictures and describe what the pictures tell us about the passage.</p> <p>Next I will tell the students that this passage describes the different types of circuits.</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>what they know about frogs as well.</p> <p>I will explain that this passage talks about frogs that are in danger of becoming extinct. I will ask students to scan some of the bold words with me so they know that they are important and so that they know how to pronounce these more difficult words.</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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<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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