

Reading

Name: Ackerman / Washington	Week of April 22-26	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- SOL type questions; 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- Summary of the first book in reading journal</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading F- open ended SOL type questions; reading prompt response</p>	<p>Evaluation/Assessment</p> <p>S- Answers to questions during reading F- Reading prompt activity</p>
<p>Essential Vocabulary: Summarizing, making predictions, making inferences, characterization</p>	<p>Essential Vocabulary: Drawing conclusions, inferences, background knowledge, context clues</p>	<p>Essential Vocabulary: Drawing conclusion, main idea, author’s purpose, summary</p>	<p>Essential Vocabulary: Making predictions, making inferences, drawing conclusions</p>	<p>Essential Vocabulary: Summarizing, making predictions, drawing conclusions, making inferences</p>
Lesson Outline/Notes:	Lesson Outline/Notes:	Lesson Outline/Notes:	Lesson Outline/Notes:	Lesson Outline/Notes:

<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 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>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 22-24) 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 a creative assignment today since we will finish the second book of the story. They will have to create a cover for the second book. This cover should highlight the main characters of the second book along with summarizing what the second book is about. On the back, students will summarize the second</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 25-27) 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 complete a short quiz on the second book of <i>The Tale of Despereaux</i>. 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><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 28-30) 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 the following prompt in their reading journal: Knowing where we are in Despereaux's and Roscuro's stories, how do you think Mig will contribute to the end of the story? How do you think these characters will interact?</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 31-33) 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 have to draw a postcard of one of the scenes from Miggery's story. They will draw a picture on the front and on the back will write a letter to someone from a character's perspective explaining what is happening.</p>
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<p>question that paragraph answers. Students will complete the following prompt in their reading journals:</p> <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 “The Baseball Tryouts” which also contains multiple choice questions to</p>	<p>book highlighting the beginning, middle, and end.</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 complete the following prompt in their reading journal: Describe Mig’s life so far and predict what will happen next.</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>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 “The Stray Puppy” which also contains multiple choice questions to reinforce the SOL skills that they need and is a fiction 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 if they have a dog or if they have ever found a stray animal.</p> <p>I will explain that this story is about a stray dog that a family finds hiding by their house.</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>reinforce the SOL skills that they need and is a fiction 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 if they have ever tried out for a sports team and what happened.</p> <p>I will explain that this story is about a boy named Joey who tried out for the local baseball team.</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>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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