

The Peculiar Incident on Shady Street Curriculum Plan

Title of Book	<i>The Peculiar Incident on Shady Street</i>		
Title of Unit	Comprehension through <i>The Peculiar Incident on Shady Street</i>		
Grade level (interest)	3rd-5th grade	Reading Grade level	4 th grade
A. Purpose for Instruction/ Essential Questions/ Theme	<p>Purpose for Instruction <i>The Peculiar Incident on Shady Street</i> is a book recommended for grades 3-5, which makes it a good instructional level for fourth grade. The book is a mystery with diverse characters, lending itself perfectly to the comprehension strategies we aim to equip students with through this unit. The mysterious nature of the book makes questioning and inferring important and useful skills that readers will be naturally drawn to using and learning. Additionally, because the book is a supernatural mystery with intensely descriptive language it is a great tool to teach and use the skill of visualizing. The purpose of this unit is to develop comprehension skills that students will use to become better readers across genres and content areas.</p> <p>Essential Questions What makes reading a mystery different from reading other books? What strategies can you use to help you understand the book as you read? How can our understandings change as we gain new information?</p> <p>Theme: The theme of this unit is exploring a mystery through inquiry and inferencing in order to synthesize information to create new ideas.</p>		

B. Alignment to the depth of the Common Core – Standards addressed and assessed

CCSS ELA Standards	<ol style="list-style-type: none"> 1. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 3. CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
---------------------------	--

C. Student Learning Outcomes – Targeted unit goals

Students will be able to:

- Identify the difference between thick and thin questions
- Make inferences, and look for their inferences using the text
- Visualize details in a text in order to enhance comprehension
- Synthesize important information with their own ideas in order to come up with a new idea about the text

D. Text Sections to be read closely with plans to support reading and discussion

Lesson 1: Ch. 1-3, pages 1-19

Lesson 2: Ch. 20-21, pages 131-139

Lesson 3: Ch. 23, pages 149-155

Lesson 4: Ch. 40-41, pages 273-283

Academic Language to be supported at word, syntax and discourse levels

- **Questioning**
- **Inference**
- **Synthesizing**
- **Visualizing**

Vocabulary

Tier 2 Words:

- **Graveyard**
- **Cemetery**
- **Gravestones**
- **Vanished**
- **Gust**

Tier 3 Words:

- **Graceland Cemetery**
- **Census**
- **Pastel**
- **Watercolors**
- **Palette**
- **Paranormal**
- **Chicago**
- **Lincoln Park**

Bloom's Levels Addressed:



Remembering

Understanding

Applying



Analyzing

Evaluating

Creating

E. Instructional Lessons

Research Based Strategies

Lesson 1: Questioning

Lesson 2: Inferring

Lesson 3: Visualizing

Lesson 4: Synthesizing

Interactive activities for each lesson - Located starting on page 11

Lesson 1: Padlet/ Online Forums for posing questions, predictions, and answers.

Lesson 2: T-chart with inferences on one side and the evidence that supports their thinking from the text on the other side.

Lesson 3: Drawing Pad App will be used as students stop and draw what they are visualizing.

Lesson 4: Chart on the smartboard of main ideas, what those main ideas make students think about, and then how that gives students a new idea about the book/characters.

Lesson 1:

Objective: Students will be able to Identify the difference between thick and thin questions.

Procedure

- **Introduction/Hook**

- Ask students how we can ask good questions? Ask what makes up a good question?
- Discuss the difference between “thick” questions and “thin” questions.
- Show the students the cover of the book and read them the title. Ask them to write down 1-2 questions that the cover and title make them wonder.
- Tell students that the book is a mystery about a girl who moves to Chicago.
- Tell students that we will focus on asking questions to help our understanding during today’s lesson.

- **“I Do”**

- Before reading, ensure that students are familiar with Padlet. If they are not, briefly introduce them to the website. Students will use Padlet to share questions after reading.
- Read chapters 1-3 of *The Peculiar Incident on Shady Street* aloud to the class.
- Stop throughout your reading to model writing down questions that the reading makes you wonder.
- Model writing “thick” questions on large sticky notes and “thin” questions on small sticky notes to keep track of thinking and teach students the difference.
- During chapter 1, focus on modeling and displaying the post-its activity and expectations to students.
- Share questions you write with the students, allow them to write their own if they have them, but use chapter 1 primarily for modeling.

- **“We Do”**

- During chapter 2, tell students to begin writing their own questions if they haven’t already.
- Continue to model writing your own “thick” and “thin” questions, and sharing with the class
- Allow students to periodically share their own questions with a partner in a turn-and-talk discussion.

- **“You Do”**

- During chapter 3, tell students to focus on their own questions. Model writing questions periodically while students do, but let students focus on their own thinking without sharing yours.
- Students will continue writing their own “thick” and “thin” questions on sticky notes throughout the whole novel, without teacher prompt.
- These stickies will be used by the teacher to check-in with student questioning throughout their reading of the entire novel.

- **Conclusion**

- Students will independently post two questions they had while reading to a class Padlet.

- Students will each independently answer two questions that their peers have posted to the Padlet.
- Encourage students to discuss their questions with one another throughout their reading. One of their peers may be able to answer their questions.
- Be sure to plan time for students to return to the Padlet periodically throughout their reading to ask and answer questions.
- **Formative assessment(s) collected from lesson:**
 - Teachers will read student questions and answers on the class Padlet to assess understanding of the reading and how students are questioning.
 - Teachers will informally check in with student questioning by periodically reading their sticky notes.

Technology

Pages: Page 11

Lesson 2:

Objective: Students will make inferences and focus on how to look for inferences using the text as evidence.

Procedure

- **Introduction/Hook**
 - Ask students what they know about inferences? Ask students how inferences are used in everyday life?
 - Explain that good inferences are based on evidence.
 - Give the example of the weather report. The weather report is a prediction of the daily forecast, but it is based on scientific patterns and observations which lead us to inferences about what the weather may be.
- **I Do**
 - Teacher will model making an inference in the t-chart on the smartboard based on the previous chapters of the book. Teacher will model using evidence in the t-chart.
 - Begin reading chapters 20-21 aloud.
- **We Do**
 - Have students turn and talk with a partner at the beginning of the read aloud and make an inference based on something in the text.
 - Students will write their inferences on their own inference t-chart, including the evidence that leads them to that inference.
 - Have students talk with their elbow partner again after reading and have them discuss whether their inference was right or not and what in the text tells them that.

- After students work with their partners, a few students will add their inferences on the inference chart on the smart board.
- Students will also include their evidence from the text on the t-chart to show what evidence was used to make their inferences.
- **You Do**
 - After reading, students will finish their own inference t-chart independently, either in their reading journals or on a separate worksheet.
 - During this time, teachers will circulate around the classroom to ensure student inferences are based on evidence from the text.
 - Teachers will select some students to share their work at the smartboard.
- **Conclusion**
 - A few students will share their inferences on the smart board t-chart with the whole class.
 - Teacher will compliment the students who shared as well as point out things that students who weren't selected to share out did well.
 - Emphasize the importance of basing inferences on evidence from the book once again.
- **Formative assessment collected from lesson:**
 - Teachers will collect students' reading journals/inference worksheets in order to informally assess for any misunderstandings and to ensure students understand how to make inferences from evidence.
 - Teachers will informally observe students while they are working individually to check for understanding.

Technology
pages: Page 12

Lesson 3:

Objective: Students will be able to visualize details in a text in order to enhance comprehension.

Procedure:

- **Introduction/Hook**

- Ask students what happens in their minds when they read?
- Tell students that when they read, it's like having their own special television in their minds. No one sees the pictures the exact same way.
- Tell students that today we are reading a very exciting part of the book, and we will share our visualizations through drawings.

- **I Do**

- Read chapters 23-24 aloud to students.
- Have a student read the first paragraph aloud, reading from, "Map in hand" to "Lake Michigan is" (pg 149).
- While the student reads, draw on the board to show students what you are picturing while the student is reading.
- Tell students that is how you visualized the passage, but the pictures they visualize may be different.
- Tell students that now you want to see some of their pictures.

- **We Do**

- Pick two volunteers to draw their visualizations on the board while you read a passage of chapter 23 from "I've just gotten a glimpse..." to "In the face, either..." (pg. 151)
- Have students draw as you read.
- When you finish reading the passage, pause reading and turn attention to the completed drawings.
- Have students share their drawings and explain their thought processes behind their drawings.
- Explain how the pictures are of the same scene, but they are different because everyone visualizes differently.
- Tell students that next you want to see everyone's visualizations.

- **You Do**

- Have students open a drawing app (ex: Procreate) on their iPads.
- Read chapter 23 from "I stare down..." through "Running in circles" (pg 154).
- While you read, have students draw what they are visualizing on their iPads.
- After you have finished the passage, ask students to put their iPads aside as you finish the chapter.
- When you have finished reading, have students write a description of their drawing, utilizing evidence to inform their descriptions
- Have students upload their drawings and descriptions to Google Classroom.

- **Conclusion**

- Display student drawings on the board. Highlight the differences and similarities.

- Allow some students to share about their drawings.
- Reiterate how everyone has their own visualization, and that is what makes reading so fun and so special.
- **Formative assessment collected from lesson:**
 - Student drawings and descriptions will be collected for teachers to use as an assessment of student understanding as to how visualization connects to their understanding of a text.

Technology
pages: Page 13

Lesson 4:

Objective: Students will be able to synthesize important information with their own ideas in order to come up with a new idea about the text

Procedure Lesson Four:

- **Introduction/ Hook**
 - Tell students we will be focusing on synthesizing.
 - Ask students to share what they think synthesizing is.
 - Clarify the difference between summarizing and synthesizing.
 - Write a definition of synthesizing on the top of the t-chart of the smart board.
- **I Do**
 - Read the last two chapters (40-41) aloud to the class.
 - After reading and discussion, model combining your thinking with what you read from the text to model synthesizing.
- **We Do**
 - Give students time to discuss their feelings on the ending, and the book in general.
 - After a short class discussion about their feelings, ask students to brainstorm some main ideas of the book with their elbow partner.
 - As a class, create a list on one side of the t-chart of all of the main ideas in the book.
 - Create a synthesis by adding new information on one of the points in the chart with the students.
- **You Do**
 - Students will finish the synthesizing charts in their reading notebook/worksheet on their own.

- Circulate and make sure students are adding their own thinking to their worksheets.
- Remind students of the differences between summarizing and synthesizing when needed.
- **Conclusion**
 - Students will share out the new thinking they included in their t-charts with the class.
 - Teachers will fill out the shared t-chart on the board as students share what they wrote individually.
- **Formative assessment collected from this lesson:**
 - Teachers will collect student reading journals/worksheets to informally check for understanding.
 - This will help clarify any misconceptions students have about summarizing and synthesizing.

Technology
pages: Page 14

Plans for Formative and Summative Assessment linked to standards and learning outcomes

Formative Assessments

Lesson 1: Teacher will assess students questioning on the app Padlet. This will inform the teacher how well students understood the differences between thick and thin questions. The teacher will be able to assess student comprehension through the questions they ask and the answers/inferences they provide for other students' questions. Additionally, teachers will periodically read student post-it notes that contain their questions throughout reading.

Lesson 2: Teacher will assess the worksheets/reading logs with the t-chart of inferences and evidence to ensure students are basing their inferences on evidence within the text. This directly correlates to the common core standard about inferencing and evidence. Students demonstrate their knowledge through the worksheet collected as well as through discussions with their peers.

Lesson 3: Student's drawings will be digitally collected and looked at to understand how well students are using the details from the text to visualize. Teachers will also collect students written description of their visualization, so that teachers can understand what made them visualize and draw what they did. Teachers will be able to assess student's comprehension of the text read through their drawings and visualizations. Students will focus on the details while they visualize the text, which directly correlates to the standard chosen.

Lesson 4: Teachers will collect students' synthesizing sheets and use them to determine student's overall comprehension of the main ideas of the text as well as what thinking they included to create a new idea about this text. Focusing on the differences of summarizing and synthesizing will allow students to demonstrate their knowledge of the text and its main ideas. Students will be able to practice the skill of synthesizing, which supports the standard of determining importance and summarizing.

Summative Assessment:

Students will be asked to create a concise book review that includes a spoiler-free summary, their thoughts and opinions about the text, a visual representation of the text, and whether they would recommend this book to other fourth graders. This will allow the teacher to understand how well the students comprehended the book overall, and what their feelings were about the book that they read. This will assess students' ability to summarize information, and depict a visualization of the text.

Technology Pages

<https://padlet.com/>

The screenshot shows a Padlet page titled "The Incident on Shady Street Questions" by user sross310. The page features three question cards, each with a title "Chapter 3 Question" and a specific question. The first card asks why Tessa's mom couldn't hear her, the second asks why the bathroom door wouldn't open, and the third asks what the user would do if they were in Tessa's place. Each card includes a comment section with user responses and an "Add comment" button. The background of the Padlet is a grayscale cityscape, and a red plus sign is visible in the bottom right corner.

padlet REMAKE SHARE ...

sross310 1m

The Incident on Shady Street Questions

Post your questions from the book and answer your peers' questions.

sross310 1m

Chapter 3 Question

Why couldn't Tessa's mom hear her calling her?

Add comment

sross310 3m

Chapter 3 Question

Why wouldn't the door to the bathroom open?

2 comments

sross310 1m
I think there was probably a ghost holding the door!

sross310 1m
Maybe the door was stuck? It's an old house.

Add comment

sross310 1m

Chapter 3 Question

What would you do if you were in Tessa's place?

1 comment

sross310 1m
I would be so scared! I think I'd cry! She was brave.

Add comment

Name _____

Making Inferences

My Inference	Text Evidence



It was storming and windy, and footprints appeared around Tessa and Andrew. Inez's statue disappeared from the box. They were really scared because of the footprints and the disappearing statue. Nina was so curious about what was happening around them, but then she disappeared!

Name _____

Synthesizing

The text's information	My thinking	Synthesis