

Illinois Reads Final Curriculum CIEP 329
Illinois Reads Books

Title of Book	Sofia Valdez Future Prez by Andrea Beaty		
Title of Unit	Reading Comprehension Strategies		
Grade level (interest)	Kindergarten-2	Reading Grade level	2nd Grade
Lexile Level	AD680L	Guided Reading level	
A. Purpose for Instruction/ Essential Questions/ Theme	<p>Purpose: The purpose of this unit is to engage second grade students with a text that can serve as a motivator for students to stand up for a cause they believe in. Through the use of Sofia Valdez Future Prez, students will use their background knowledge, infer, connect, visualize, and synthesize the information within the text. This unit applies interactive SMART board technology, students will make their own charts and questions, and will be given a printed graphic organizer, as well as formative assessments for each lesson.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I be the change in my community? 2. What can I change in my community that will encourage future growth? <p>Theme: The theme of this unit is anyone can be the change in their community by taking action.</p>		

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

CCSS ELA Standards	<p>1. CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2. CCSS.ELA-LITERACY.RL.2.3</p>
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Describe how characters in a story respond to major events and challenges.

3.CCSS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

4.CCSS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges.

5.Standard: CCSS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6.CCSS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

C. Student Learning Outcomes – Targeted unit goals

These are our objectives, really specific, action first language(what do you want to do at the end of the lesson, what is your goal)

1. Students will use their background knowledge to think about what they already know about presidents and what they wonder what the book might be about
2. Students will draw and visualize as I read the text aloud without showing the illustration
3. Students will answer *who, what, where, when, why* and *how* questions at the end of the book. Asking questions along the way.
4. Students will connect with the character Sophia and her feelings within the text.
5. Students will infer what will happen in the beginning of the book on pages 9-12 and 32-24.
6. Students will synthesize what is happening in the book currently and their thoughts about it

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

Lesson 1: Cover
Lesson 2: 9, 10, 11
Lesson 3: 19, 20, 21, end of the story
Lesson 4: 27
*Lesson 5: 9, 10, 11, 12, 31, 32, 33, 34
*Lesson 6: 25, 26, 27, 28
* Required for picture books

Academic Language to be supported at word, syntax and discourse levels	
Vocabulary	Tier 1: Neighborhood, Hill, Howl, Racing, Over, Under, courage, wobbled, government, President, declared, tumbled, jiggled
Tier 2 Words	Tier 2: Gather, Bellowing, Hollering, Beneath, Landfill, Abuelo, Mount Trashmore, earsplitting
	Tier 3: "Te amo, mi vida," Kiboshed,
	Academic Language: <ul style="list-style-type: none">• Synthesize• Inferences
Tier 3 Words	

Top of Form

Bloom's Levels Addressed:
Remembering : Students will recognize specific information throughout the six lessons.
Analyzing: Students will break down information into parts to explore understandings and relationships throughout the six lessons.

Bottom of Form

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	<p>All strategies are from Harvey, S., & Goudvis, A.(2007). Strategies that work: Teaching comprehension for understanding and engagement. Portland, Me: Stenhouse Publishers.</p> <ul style="list-style-type: none">● Background Knowledge and Questioning-Lesson 1 and 3● Visualization-Lesson 2● Connection-Lesson 4● Inferences-Lesson 5● Synthesizing- Lesson 6
Interactive activities for each lesson	<p>Lesson 1: Pull up the cover on the smartboard, circling features on the cover. Students will fill. Out a what I think, what I know, What I wonder chart</p> <p>Lesson 2: Take pictures of their own illustrations and drawing on the smart board, drawing on a sticky note writing a quote on the back</p> <p>Lesson 3: Smartboard typing, jotting down questions during the story on post its</p> <p>Lesson 4: Smartboard use of an example of a connection web, students will build their own connection web</p> <p>Lesson 5: Write their inferences on padlet sharing all their inferences together</p> <p>Lesson 6: share one big google doc where the students can write down their synthesis and can look at different student's perspectives</p>

Lesson 1:

Objective:

Students will use their background knowledge to think about what they already know about presidents and what they wonder what the book might be about

Procedure Lesson One:

I DO:

- The teacher will pull up the cover on the smartboard and underline the word “prez”
 - What do you think the word “prez” is short for?
- The teacher will read the title of the book, showing the class the cover.
 - “Does anyone think they know what a president does for their community?”
 - “Turn and talk with a partner.”
- The teacher will then call on students to share their ideas on what they might think a president does for their community.
- “Now that we know what a president does, what do you think this book will be about judging by the title? Sofia Valdez Future Prez.”
 - The teacher will call on students again to share their ideas

We DO:

- The teacher will point back to the cover on the smart board and circle the town hall plaque
 - “I am circling this picture because it makes me think that this book will have something to do with the government or the town hall.”
 - “I am going to hand out what I think, what I know, and what I wonder chart.”
- The teacher will pull up a pre-made poster sheet with the three columns
- What I think is about town hall or the government, What I know is that the government helps get things done in the community, and what I wonder is why do we need to know about the government.
- The teacher will allow the student to come up and circle what they notice on the cover, sharing what it makes the student think the book will be about.
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You DO:

- “Now it is your turn, I will pass out the charts and you will fill it out yourselves based on the cover and things we just discussed/circled.”
- the teacher will collect the sheets of paper the students wrote on and that will be the student’s formative assessment
- “These are all great ideas, we used our background knowledge meaning knowledge we had beforehand to remember what a President does. We also used what we noticed in the cover to guide our thinking. Next time we are going to see if our guesses or predictions were right.”

Technology pages:

Technology: SMART board
Pages: Cover

Lesson 2:

Objective:

Students will draw what they see in their heads as I read the text aloud without showing the illustration and explain what in the text made them think to draw like that.

Procedure

Lesson Two:

- The teacher will begin to read the book, when the class gets to pages 9, 10, 11 the teacher will not show the students the pictures.

I DO/WE DO:

- To visualize means to form a mental picture of something. For example, let's pretend I didn't read page 8. Can someone come up and read page 8 for me while we visualize together on the board."
- The teacher will go up to the smart board and draw what she hears as the student is reading, calling on students to see what she should include in her picture.

YOU DO:

- "Alright class take out a sheet of paper and a pencil. I am going to read three pages of the book without showing you the illustrations. It is your job to draw what you think they look like, write down the phrase from the book that matches your picture. "
- The teacher will read the three pages and once all her students are done collect the pages.
- The teacher will then showcases the drawings on the smartboard, the teacher will then put on the side the book illustrations
- "As we can see we can have similar yet different images in our mind. We were visualizing what the scene or part in the book might look like."
- The teacher will collect the papers and that will be their formative assessment.

Technology: SMART board

Technology pages:

Lesson 3:

<p>Objective:</p> <p>Procedure Lesson Three:</p> <p>Technology pages:</p>	<p>Students will answer <i>who, what, where, when, why</i> and <i>how</i> questions at the end of the book. Asking questions along the way.</p> <p>I Do:</p> <ul style="list-style-type: none"> • • The students will be given a plain piece of paper or a few posts-it's in the beginning. The teacher will explain that these are for the students to jot down any questions they might have during the reading. If the questions are answered during the reading jot the answer down on the other side. • “Alright students I gave each one of you a couple of post-it notes(or pieces of paper). Your job during the reading is to jot down any questions you have about the reading. If your questions are answered during any part of the story jot those down to, next to the question. • For example, on page 18, I notice that all the ladies are telling Sofia what they want in the park but my question is “I wonder how Sofia will get all this done?” • The teacher will then write this on the SMART board • “If we find the answer to my question then we will write it down next to my question.” <p>We Do/You Do:</p> <ul style="list-style-type: none"> • “we are going to read the rest of the story now, it is your job to write down questions you might have about the story, if they are answered, write the answer down next to the question. I will be calling on some of you to share your questions and write them on the board.” • The teacher will proceed to read pages 19,20,21, to the end of story <ul style="list-style-type: none"> ○ The teacher will stop throughout certain points in the book and ask the students to share some questions they came up with outloud. The teacher will proceed to write one or two questions on the smartboard. If the questions on the smartboard are answered in a part of the story the teacher will stop and answer the question on the smartboard. • The teacher will then collect the piece of paper or the post-its that the students wrote on for the assessment portion <p>Technology and Pages: SMART board</p>
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Lesson 4:

Objective:

Students will connect with the character Sophia and her feelings within the text.

Procedure Lesson Four:

The teacher will create a character map on Sofia, the class will fill it out together on what traits they notice in Sofia as a character. The students will then have the opportunity to create a character map of themselves. They will then compare their maps with the class made one of Sofia. Making connections to themselves and Sofia.

Technology pages:

I DO:

- “Today we are going to make character maps. A character map is like a bubble map. Your name goes in the center then you branch out the different character qualities you have. For example I’m going to make my own character map using Popplet.
- The teacher will ask the students to take out their ipads and go on the app of popplet and draw their name in the center in the circle.
- “Well to start with, I am a girl and I have a family, a family that consists of a mom, dad, grandma, grandpa and siblings. I also know that I am kind and hardworking, very passionate about my job. I love dogs....”

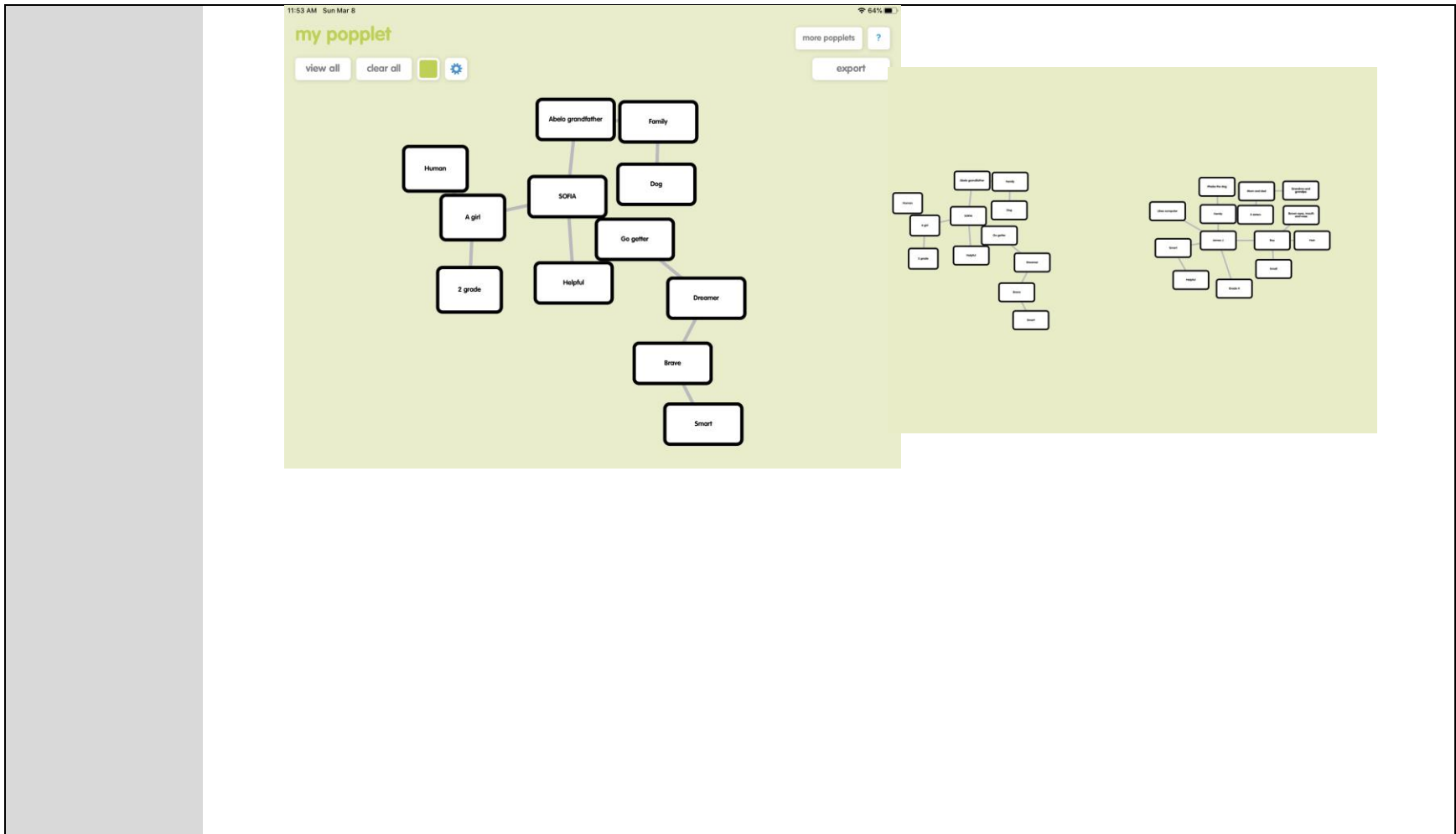
We Do:

- “On the smart board we are going to create a character map based on Sofia and what we know about her so far.”
- The teacher will create a smartboard version of the character chart calling on students to help fill it in. On popplet
- “Now that we have Sofia’s chart I can compare her character chart to mine, see if we share any same qualities. And I am going to circle them or write them on the side of my map.”

You Do:

- “Now it is your turn to create your own character map based on your own qualities. When you are done look at any similarities you notice between you and Sofia on your map. Or if you prefer to write the similarities on the side of your map.”
- “Turn and talk to a partner and share what you notice in your map.”
- The teacher will collect the character map for the assessment.
- “Now it is your turn to make your own character map, write your name in the middle bubble and write down what you think your qualities as a person are, are you kind, passionate,ect... Also write about your life and what you possess as a person, like your family members or your age, the grade you are in. Then write down all the qualities that you and Sofia both share.”
- As we can see there are similarities between us and the main character. We are not that different.
- The teacher will collect these character maps

Technology: Popplet



Lesson 5:

<p>Objective:</p>	<p>Students will infer what will happen in the beginning of the book on pages 9-12 and 32-24.</p>
<p>Procedure Lesson five:</p>	<p>I Do:</p> <ul style="list-style-type: none"> ● The teacher will stop before reading page 9 ● “Today we are going to write inferences. Does anyone know what an inference is?”

<p>Technology Pages:</p>	<ul style="list-style-type: none"> ● The teacher will read page 13/14 ● “I am going to make an inference right now about sofia.” The teacher will write down their inference on the smartboard. “I infer that Sofia will pick up all the trash” “My evidence is that in the story there is a large trash pile in front of Sofia.” ● I am going to make an inference, I am looking at this huge pile in her way and Sofia looks mad, so infer that Sofia will pick up all this trash by herself.” ● The teacher will then read page 13 <ul style="list-style-type: none"> ○ “Looks like my inference was wrong, Sofia didn't pick up all the trash. Because she is shown making a sign to make a new park” <p>We Do:</p> <ul style="list-style-type: none"> ● The teacher will stop and read page 19 ● “Let’s Practice inferring on this page together. Based on the text what can we infer about Sofia? What can we guess about what she will do next or what she will feel based on the text?” ● The teacher will call on students and write their inferences on the SMART board. Filling in the inference chart(Page 15) <p>You Do:</p> <ul style="list-style-type: none"> ● The teacher will continue reading then stop at page 22 ● “Now it is your turn to infer judging by what is happening so far, what do you infer will happen next? Sofia is going into city hall, what do you infer might happen next? Write down your thoughts in your notebook. ● The teacher will read till the end of the book and the class will discuss if their inferences were right or not. The teacher will collect the notebooks with the inferences with the T chart in it for assessment <p>Smartboard</p>
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Lesson 6

<p>Objective:</p> <p>Procedure Lesson Six:</p>	<p>Students will synthesize what is happening in the book currently and their thoughts about it</p> <ul style="list-style-type: none"> ● The teacher will hand out “Think Sheets” to the class. The teacher will then pull it up on the smartboard.
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<p>Technology Pages:</p>	<p>I Do:</p> <ul style="list-style-type: none"> ● The teacher will read page 25 and 26 out loud. The teacher will then model the think sheet. <ul style="list-style-type: none"> ○ “What the story is about. Well from what I just read I can tell that the story is about Sofia trying to find the mayor because she is going through all these doors. This makes me think about how hard it is to find something. Will she ever find the mayor? “ <p>We Do:</p> <ul style="list-style-type: none"> ● The teacher will stop at page 27, “looking at our chart can anyone tell me what is going on in the story?” ● The teacher on the SMART board will call on a student and write down what they say in the “what the story is about” portion. ● “What does this make us think about? What specific parts in the story make us think?” ● The teacher will call on a student and write down their answers on the “what it makes me think” portion of the worksheet <p>You Do:</p> <ul style="list-style-type: none"> ● “Now it is your turn to fill out your think sheets. I For the next few pages write what the story is about and what it makes you think.” ● The teacher will read pages till page 34 ● The teacher will then allow students to share their think sheets with a partner and discuss. The teacher will then collect the think sheets for the assessment portion.(Think Sheet given below this unit plan) <p>technology: SmartBoard</p>
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**Plans for
Formative and
Summative
Assessment
linked to
standards and
learning
outcomes
(objectives)**

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

Summative Assessment:

Students will write a letter to the mayor about a cause they are passionate about (or something they wish to change in their neighborhood or school) and write about what it takes to get it done or how they will achieve it.

Formative Assessments:

Lesson 1: Students will fill out What I think, What I know, What I Wonder Chart

Lesson 2: Students will draw on a piece of paper based on the text that the teacher will collect

Lesson 3: The teacher will collect a piece of paper with the questions/answers on them

Lesson 4: The teacher will collect the character maps or take picture of the character maps on popplet

Lesson 5: The teacher will collect the inferences in the students notebooks

Lesson 6: Teacher will collect the Think Sheets the students filled out

Think Sheet

What the story is about	What it makes me think about



What I think, What I know, What I Wonder Sheet

What I Think	What I Know	What I Wonder

My Inferences	My Evidence

