

S19 Template for Illinois Reads Final Curriculum CIEP 329  
 Illinois Reads Books

<b>Title of Book</b>	<i>Time Castaways: The Mona Lisa Key</i>		
<b>Title of Unit</b>	The Key to Comprehending Fantasy Novels		
<b>Grade level (interest)</b>	3rd-5th Grades	<b>Reading Grade level</b>	4th Grade
<b>Lexile Level</b>	720 L	<b>Guided Reading level</b>	
<b>Purpose for Instruction</b>	<p><b>Purpose for Instruction</b></p> <p>The purpose for instruction is to give students the tools to read fantasy novels with greater understanding through teaching them how to apply comprehension strategies that will support them in the mean making process of reading this book. This book has strong, rich descriptions that lean toward teaching students the comprehension strategy of visualization, with many additional opportunities for students to independently practice visualizing throughout the book. The mystery element to this book supports students in learning how to make inferences regarding the Mona Lisa Key and determine the importance of different plot points and clues. Finally, when the story concludes, students have the opportunity to practice summarizing and synthesizing themes from the story and the plot using evidence they gathered from their inferences, determining importance, and visualization work from early in the book. Additionally, students will use iPad Application and projection technology to support students in practicing these strategies and understand the text as a whole.</p> <p>An additional purpose for using <i>Time Castaways</i> for instruction is to expose students to fantasy novels and introduce students to strategies they can use to help them understand the elements of fantasy novels. This novel could be taught as part of a fantasy novel book club, where different book clubs are formed by students based on the fantasy novel they desire to read or according to the specific strategies students need additional practice using and strengthening.</p>		
<b>Essential Questions</b>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can we determine what details in the text are the most important?</li> <li>• How do the important ideas in the story help us understand the text as a whole and the themes of the text?</li> <li>• How do you know who is “good” and trustworthy?</li> </ul>		

<b>Theme</b>	<p><b>Themes</b></p> <p>The themes of <i>Time Castaways</i> are loyalty, family, and good versus evil. The major theme is good versus evil. This theme specifically focuses on understanding that the “good” side is not always apparent and who is good is not always easily observable. Throughout the book, the lines between good and evil are blurred at multiple points. The main characters grapple with deciding who they can trust and which side is “good”. There will be times when students will be in situations where they will need to decide what is “good” and what is “evil” and what is “good” and “right” will not be directly apparent. By exploring this theme in <i>Time Castaways</i>, they will be able to see how the main characters struggle with this issue and how they make a decision on who is “good”.</p> <p>The theme of this unit as a whole is to teach comprehension strategies while utilizing a variety of interactive technology for students. Students will work on developing visualizing, determining importance, inferencing, summarizing, and synthesizing with the goal of finding details and big ideas in the text to better understand the theme of a given story. Students will utilize a variety of iPad Apps and other technology to practice and explore these strategies.</p>
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**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<p><b>CCSS ELA Standards</b></p> <p>1. Standard: 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).</p> <p>2. Standard: 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.</p> <p>3. Standard: CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
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**C. Student Learning Outcomes – Targeted unit goals**

**At the end of this unit students will be able to state . . .**

1. I can describe characters, settings, and events in a story based on specific details presented in the text.
2. I can visualize characters and settings in specific detail from evidence provided within the text.
3. I can distinguish between important and interesting details from the text that support me in identifying the big ideas of the text.
4. I can make inferences drawing on both information from the text and my own ideas to support me in determine big ideas and themes from the text.
5. I can summarize the events and characters from a story and determine a theme of the story with evidence to support my thinking.

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

- Lesson 1: Chapter 4 (pg. 50-61)  
Lesson 2: Chapter 8 (pg. 104-122)  
Lesson 3: Chapter 12 (pg. 179-193)  
Lesson 4: Chapter 23 (pg. 387-394) and Whole Book

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

**Academic Language**

- Visualizing
- Inferring
- Determining Importance
- Synthesizing
- Summarizing
- Comprehension
- Theme

<b>Tier 2 Words</b>	<b>Tier 2 Words</b> <ul style="list-style-type: none"><li>• Reparations</li><li>• Flummoxed</li><li>• Discombobulated</li><li>• Transformation</li><li>• Investments</li><li>• Mesmerized</li><li>• Reprimand</li></ul>
<b>Tier 3 Words</b>	<b>Tier 3 Words</b> <ul style="list-style-type: none"><li>• Mona Lisa</li><li>• Vermillion</li><li>• Queen Elizabeth I</li><li>• Museum of Modern Art (MOMA)</li><li>• Quantum leap</li><li>• “Video et Taceo”</li><li>• Obsidian</li><li>• Richmond Palace</li></ul>

**Bloom’s Levels Addressed: (Check all that apply)**

- |                 |              |
|-----------------|--------------|
| Remembering X   | Analyzing X  |
| Understanding X | Evaluating X |
| Applying X      | Creating X   |

**E. Instructional Lessons**

<p><b>Research Based Strategies</b></p>	<p><b>Research Based Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• <u>Visualizing</u>: The comprehension strategy of inferring with mental images instead of words and thoughts (Harvey &amp; Goudvis, 2017, pg. 113).</li> <li>• <u>Determining Importance</u>: The comprehension strategy of inferring the big ideas and themes from a fiction story (Harvey &amp; Goudvis, 2017, pg. 186).</li> <li>• <u>Inferring</u>: The comprehension strategy of merging background knowledge with new information from the text to come up with an idea about the text that is not explicitly stated by the author (Harvey &amp; Goudvis, 2017, pg. 113).</li> <li>• <u>Summarizing</u>: The comprehension strategy of pulling out the most important details from a story and putting those ideas into your own words (Harvey &amp; Goudvis, 2017, pg. 212).</li> <li>• <u>Synthesizing</u>: The comprehension strategy of arranging multiple fragments from the text until a new pattern or new thinking emerges (Harvey &amp; Goudvis, 2017, pg. 212).</li> </ul>
<p><b>Instructional Practices for Teaching Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Lesson 1: Visualizing and Sketching Using Digital Tools - Using digital tools (iPad app) to capture shining in images for archiving and sharing with a larger audience (Harvey &amp; Goudvis, 2017, pg. 157).</li> <li>• Lesson 2: Using a Digital Tool to Record and Sort Important vs. Interesting Information - Using a Digital mind-mapping tool to sort thinking about important and interesting information within a text (Harvey &amp; Goudvis, 2017, pg. 199).</li> <li>• Lesson 3: Recognizing Plot and Inferring Themes - Differentiating between plot and theme, and inferring the big ideas or themes from the text (Harvey &amp; Goudvis, 2017, pg. 173)</li> <li>• Lesson 4: Video Summaries - Summarizing learning in a different medium (Harvey &amp; Goudvis, 2017, pg. 225).</li> </ul>
<p><b>Source</b></p>	<p>All Strategies drawn from:          Harvey, Stephanie &amp; Anne Goudvis (2017). Strategies that Work: Teaching Comprehension for Understanding and Engagement, 3rd. Ed. Portland, ME: Stenhouse. ISBN: 9781625310637</p>

<p><b>Interactive activities for each lesson</b></p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• The teacher will read the first part of Chapter 4 aloud to students.</li> <li>• The teacher will model visualizing by creating a collage on Educreations on a setting from Chapter 4.</li> <li>• Students will finish reading the chapter on their own, collecting details for their collages.</li> <li>• Students will use an iPad app called Educreations to sketch a character or setting from Chapter 4 based on details provided from the text.</li> <li>• Students will share their collages within their small group, showing how they visualized a specific setting or character discussed in this reading.</li> <li>• Formative Assessment: Teacher will digitally collect students’ sketches to check for understanding.</li> </ul>
	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• The teacher will read part of Chapter 8 aloud students.</li> <li>• The teacher will model determining the importance of details from the text through creating a mind-map on Popplet where she will sort information based on whether it is interesting or important.</li> <li>• Students will finish reading the chapter to themselves, collecting details they will use in their mind-maps.</li> <li>• Students will use the iPad app Popplet to create mind maps of the important/interesting details they found in their reading.</li> <li>• Formative Assessment: The teacher will digitally collect students' mind-maps to check for understanding.</li> </ul>
	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• The teacher will read part of Chapter 12 aloud to students.</li> <li>• The teacher will model making inferences using the projector to model the notes students will take on post-its in their own books using this formula, (evidence from text + my own idea = Inference).</li> <li>• The students will finish reading the chapter and practice making their own inferences using this formula on post it notes they will leave in their books.</li> <li>• Students will each share one inference they made at the end of the lesson.</li> <li>• Formative Assessment: Teacher will read students' post-it notes to check for understanding of applying this strategy.</li> </ul>

	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• The teacher will review the main ideas/plot points from the book with students.</li> <li>• The teacher will model summarizing the text with students.</li> <li>• Teacher will model synthesizing information from the text to determine a theme using evidence from the text to support that theme.</li> <li>• Students will finish the book and will then work in small groups to create a video summary of the text that also highlights one theme from the text.</li> <li>• Students will use iPads with iMovie to create video summaries after first outlining their videos.</li> <li>• Formative Assessment: Video outlines will be shared with the teacher who will give feedback to students before they record their videos.</li> </ul>
	<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Video Summary on the novel as a whole highlighting students’ ability to describe the events, characters, and setting in detail, students’ ability to determine the most important parts of the story, their ability to determine themes, and their ability to summarize the story.</li> <li>• Students will work in small groups to synthesize their learning throughout the unit drawing on strategies used in each lesson within the unit.</li> </ul>

**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials**

**Lesson 1:**

<b>Objective:</b>	Students will sketch a collage of both key words and sketches to represent a significant character or setting based on details provided within the text.
<b>Materials and Technology Pages</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• iPads</li> <li>• Educreations App</li> <li>• <i>Time Castaways: The Mona Lisa Key</i></li> </ul> <p><b>Technology Pages</b></p> <ul style="list-style-type: none"> <li>• Found on page 20 under Lesson 1</li> </ul>

<b>Before Start of Lesson One</b>	The following unit will be taught as a part of a small group book club. Students within this book club are at a similar reading level and need support on the comprehension strategies covered in this unit. While the teacher supports this small group, the rest of the class will be silently reading on their own. Between lessons students will read assigned chapters independently. Students will have read the first 4 chapters of <i>Time Castaways</i> before this first lesson occurs.
<b>Procedure Lesson One: Initiation</b>	<ol style="list-style-type: none"> <li>1. The teacher will call students in the <i>Time Castaways</i> Book Club to a table/meeting space within the classroom.</li> <li>2. Students will share what happened in the first four chapters. The teacher will ask students to quickly describe the main characters, Mateo, Ruby, and Corey. The teacher will also ask the students, <i>Where do you think Mateo, Ruby, and Corey's parents were going? Why do you think the Hudson children were not allowed to take any transportation?</i></li> <li>3. After initially reviewing the start of the book, the teacher will transition students to reading Chapter 4 (pg. 50). The teacher will explain to students, <i>Today we are going to work on the strategy of Visualizing. Visualizing is when we use descriptions and details said in the book to create a mental picture of what the characters look like, where they are, and what they are doing. While we are reading today, pay attention to the details from the story that help you picture what is happening.</i></li> </ol>
<b>Procedure Lesson One: I Do</b>	<ol style="list-style-type: none"> <li>1. The teacher will read aloud pages 50-55. The students will follow along in their copies of the book.</li> <li>2. After reading through page 55, the teacher will pause reading and turn to her iPad, opening up the Educreations App. The teacher will model how to make a visualization collage on the app using details from the transformation of the subway car to the ship (pg. 54-55).</li> <li>3. The teacher will model taking specific details and phrases from the book and showing how they support the mental image she created while reading.</li> <li>4. The teacher will emphasize that, <i>Everyone's mental image, or visualization will be slightly different, and that's ok as long as the pictures we imagine come from the words in the story.</i></li> <li>5. The teacher can specifically use the details from the first full paragraph on page 54 to reference and model her visualization process to students, "Floor appeared to melt, morphing from smooth worn floors of the subway car to cracked and rough wooden planks," or, "Lacy curtains unfurled and crawled down the sides of the windows like fast growing vines".</li> </ol>



<p><b>Procedure</b> <b>Lesson One:</b> <b>We Do</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will ask students, <i>Are there any other descriptions on page 54 that help us imagine the transformation of the subway car? What sentence or words tell you to image the transformation this way?</i></li> <li>2. The teacher will ask students to add to the collage when they find a detail to include. The teacher will ask students to draw and share what part of the text support their addition to the image.</li> </ol>
<p><b>Procedure</b> <b>Lesson One:</b> <b>You Do</b></p>	<ol style="list-style-type: none"> <li>1. After the students have contributed to the collage on the teacher’s iPad, the students will be asked to finish reading the chapter on their own (through pg. 62).</li> <li>2. As they finish reading, the teacher will hand them an iPad and ask the students to create their own collage on either a character or setting described in the chapter.</li> <li>3. The teacher will remind students that although the details they add to their collages must be based on evidence from the text, they are allowed to create/imagine the character or setting in their own way.</li> <li>4. As students are working to create their collages, the teacher will be right there to provide additional support with both the strategy and the Educreations App.</li> <li>5. After students have finished their collages, they will each take a turn sharing what they created and will reference the specific page/paragraph where they got the evidence for the details included within their collage. This sharing could be recorded using the recording feature of Educreations and then saved for later review.</li> <li>6. After sharing their collages, they will turn in a screenshot of their collage to their teacher for a comprehension check.</li> </ol>

**Lesson 2:**

<p><b>Objective:</b></p>	<p>Students will distinguish between important and interesting details of the story around a significant event within the text.</p>
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<b>Materials and Technology Pages</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• iPads</li> <li>• Popplet App</li> <li>• <i>Time Castaways: The Mona Lisa Key</i></li> </ul> <p><b>Technology Pages</b></p> <ul style="list-style-type: none"> <li>• Found on page 21 under Lesson 2</li> </ul>
<b>Before Start of Lesson Two</b>	<p>Between Lesson 1 and 2, students will have independently read Chapters 5-7 on their own either as homework or during the silent reading time provided in class. Students will have been encouraged to continue working on their visualizing and practice visualizing from specific details within the text while reading. Students were asked to look out for descriptive scenes while reading on their own.</p>
<b>Procedure Lesson Two: Initiation</b>	<ol style="list-style-type: none"> <li>1. The teacher will call the <i>Time Castaways</i> book club to a table or meeting space. Students will bring their copies of the book with them to the designated reading space.</li> <li>2. The teacher will ask students to review what happened in the chapters between meetings. Specifically, the teacher can ask, <i>Why did they steal the Mona Lisa? What is the purpose of the time pirates? How were Mateo, Ruby, and Corey convinced to stay on the Vermillion?</i></li> <li>3. After reviewing chapters 5-7, the teacher will transition students to starting Chapter 8. The teacher will share with students, <i>Today we will be working on the strategy of Determining Importance. Determining Importance is when we decide on what the most important, or big, ideas the author is trying to convey to us. While we are reading we are going to practice distinguishing between important and interesting details.</i></li> </ol>

<p><b>Procedure</b> <b>Lesson Two: I Do</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will read aloud pages 104 through 110. After reading through page 110, the teacher will pause and open up her iPad to the Popplet App.</li> <li>2. The teacher will already have a Popplet mind-map prepared with two categories, "Interesting Ideas" and "Important Ideas". The teacher will model determining if details from the text are important or interesting from Matt's reflection on how he got his bracelet (pg. 108-109).</li> <li>3. The teacher will explain, <i>Although all the descriptions help us understand the story, some information is there to keep us interested as readers, while others are important to the big ideas and themes of the story. It is our job as readers to decide which details are interesting and what details are important.</i></li> <li>4. The teacher will model sorting two examples of interesting ideas and two examples of important ideas from the description of Matt's bracelet such as, "The stone was somewhat metallic, dark, and smooth, with a slight sparkle that seemed to shift like grains of sand in an hourglass," (pg. 109). The teacher will type these details and sort them accordingly on her mind-map.</li> </ol>
<p><b>Procedure</b> <b>Lesson Two: We Do</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will ask the students to contribute to the mind-map, pulling specific details from either the same description of Matt's bracelet or other descriptions from earlier in the chapter.</li> <li>2. The teacher will ask, <i>How can we predict that the information in the story is important? How do you recognize when information in the story is interesting?</i></li> <li>3. Students will pull the interesting and important details from the text and must be able to identify where the idea comes from in the story before typing it and sorting it into the mind-map.</li> </ol>

<p><b>Procedure</b> <b>Lesson Two:</b> <b>You Do</b></p>	<ol style="list-style-type: none"> <li>1. After the students have had the opportunity to contribute to the mind map, the teacher will ask them to finish reading Chapter 8, which includes key information on supporting characters on the ship and information on time traveling.</li> <li>2. As they finish reading this chapter, the teacher will hand students an iPad with the Popplet App and have students develop their own mind-maps of interesting/important information from the end of this chapter.</li> <li>3. The teacher will remind students that, <i>While all the information in the text is important to helping us understand the story, some information is more important to understanding the big ideas of the book (i.e. the information on the rules of time travel).</i></li> <li>4. The teacher will be there to support students as they work to finish the chapter, practice the determining importance strategy, and develop their mind-maps on Popplet.</li> <li>5. After creating their mind-maps, the teacher will have each student share one detail they put under their “interesting” heading and one from their “important” heading.</li> <li>6. The teacher will collect screenshots of their mind maps for a comprehension check.</li> </ol>
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**Lesson 3:**

<p><b>Objective:</b></p>	<p>Students will utilize details from the story to develop inferences on the plot and the possible themes of the text.</p>
<p><b>Materials and Technology Pages</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Elmo (or other projection technology)</li> <li>• Screen</li> <li>• Projector</li> <li>• Post-it Notes</li> <li>• Pencils</li> <li>• Making Inferences Reference Sheet (found on page 22 under Lesson 3)</li> <li>• <i>Time Castaways: The Mona Lisa Key</i></li> </ul> <p><b>Technology Pages</b></p> <ul style="list-style-type: none"> <li>• None, either digitally pull up the text from Chapter 12 on the computer or use an Elmo to project the text from the book.</li> </ul>

<b>Before Start of Lesson Three</b>	Between Lesson 2 and 3, students will have read Chapters 9-11 on their own as either homework or during silent reading time provided in class. Students will have been encouraged to continue to practice the strategy of determining importance by leaving tracks of their thinking about important details, events, or descriptions on post-it notes that they leave in the copies of their books.
<b>Procedure Lesson Three: Initiation</b>	<ol style="list-style-type: none"> <li>1. The teacher will call the Time Castaways Book Club to come to the rug by the board. Students will bring their copies of the book, post-its, and a pencil.</li> <li>2. The teacher will have the text she will be reading aloud to them prepared on the board/projector. The teacher will ask students to review what happened in the book between meetings. Specifically, the teacher can ask, <i>Why did the Capitan discard the old crew? What happened to the Hudson children at the baseball game? How did this affect the game?</i></li> <li>3. After reviewing the big ideas of Chapters 9-11, the teacher will transition students to reading Chapter 8. The teacher will share with students, <i>Today we will be working on the strategy of inferencing. Inferencing is when we use details from the text, add our own ideas from our background knowledge, and then come up with an idea about the book that the author did not specifically share with us. While we are reading, pay attention to information in the book that might make you have your own ideas on, or might have background knowledge on.</i></li> </ol>
<b>Procedure Lesson Three: I Do</b>	<ol style="list-style-type: none"> <li>1. The teacher will start by reading aloud pages 179 through 184. After reading through page 184, the teacher will pause and turn to the screen where the text will be pulled up.</li> <li>2. The teacher will pass out the Inferencing Reference Sheet to students. The sheet will show students how inferences are made by stating that when you take details from the text and add them to your background knowledge/idea, you create an idea about the story. This will guide students when they are working to make their own inferences.</li> <li>3. The teacher will model making inferences from the text by underlying the portion of the text/detail she is going to utilize, verbally sharing her background knowledge or idea to students, and then writing an inference in the model. Specifically, the teacher can draw an inference from taking, “What he hadn’t noticed before was . . . faces slashed or stabbed in several places”(pg. 180), and adding, <i>in other books I have read, people have destroyed images or pictures of other people they are mad at such as cutting your friend out of a photo of the two of you when they have made you mad, I think that the person whose picture is all over his room is someone who hurt him in the past, possibly Captain Bonnaire.</i></li> </ol>

<p><b>Procedure</b> <b>Lesson Three:</b> <b>We Do</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will ask students if there is a part of the text that they would like to add their own idea to in order to practice making inferences together. The teacher can ask students, <i>How does your background knowledge or ideas connect to the text? What idea does the text and your background knowledge help you understand about the text?</i></li> <li>2. If the students need help finding a piece of the text, the teacher could suggest pieces of the text, such as the last paragraph from page 142, “The captain pulled open a drawer and took at a hat. And not just any hat. It was his Mets hat”.</li> <li>3. The teacher can also support students on connecting their background knowledge the to the text or creating the new idea about the text.</li> </ol>
<p><b>Procedure</b> <b>Lesson Three:</b> <b>You Do</b></p>	<ol style="list-style-type: none"> <li>1. After students have had the opportunity to contribute to inferences made on the teacher copy of the text being projected, the teacher will ask students to finish reading Chapter 8.</li> <li>2. While they are reading, students will utilize their Inferencing Reference Sheet and use their post-it notes to add their own inferences to the text. The teacher will remind students that, <i>It's important for their inference to come from evidence in the text and their own background knowledge when creating an inference.</i> Students must be able to identify what in the text caused them to come up with their own idea about the text.</li> <li>3. The teacher will support students while they are practicing making inferences by checking in with each student.</li> <li>4. After all students have finished reading the chapter and had an opportunity to write inferences on their own, the teacher will ask each student to share one inference to the book club.</li> <li>5. The teacher will write anecdotal notes on the inferences students make and what in the text supported their thinking.</li> </ol>

**Lesson 4:**

<p><b>Objective:</b></p>	<p>Students will summarize and support a theme of the story from the details within the text.</p>
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<b>Materials and Technology Pages</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• iPads</li> <li>• iMovie App</li> <li>• Pencils</li> <li>• Reading Notebooks</li> <li>• <i>Time Castaways: The Mona Lisa Key</i></li> </ul> <p><b>Technology Pages</b></p> <ul style="list-style-type: none"> <li>• Found on page 23 under Lesson 4</li> </ul>
<b>Before Start of Lesson 3</b>	<p>Between Lesson 3 and 4, students will have read Chapters 13 through 22. Students will have had a student lead check in after reading Chapter 18. The teacher will have taken a back seat during this meeting, and allowed students to lead a discussion of these chapters, taking note of what students understand and strategies they used to deepen their understanding.</p>
<b>Procedure Lesson Four: Initiation</b>	<ol style="list-style-type: none"> <li>1. The teacher will call the Time Castaways Book Club to a table or meeting space within the classroom, asking students to bring their copies of the book and their previous work throughout the unit.</li> <li>2. The teacher will ask students to review what happened between in the chapters between meetings. Specifically, the teacher can ask, <i>Why was Mateo’s bracelet important to the Hudson children’s escape off the desert island? Why did the Vermillion go back to New York City?</i></li> <li>3. After reviewing the big ideas of Chapters 19-22, the teacher will transition to reading Chapter 23 with students. The teacher will share with students, <i>As we finish the final chapter today, we will practice the strategies of Summarizing and Synthesizing. Summarizing is when when you pull the most important details and ideas from the story as a whole to understand what happened in the text. Synthesizing is when you arrange different ideas and details from different points in the text to support you in noticing a pattern or have new thinking about the story. After reading today, we will look up on the details and ideas that were important throughout the rest of our reading to help us recognize a pattern or new understandings of the text.</i></li> </ol>

<p><b>Procedure Lesson Four: I Do</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will begin by reading aloud pages 387 through 394, the end of the book.</li> <li>2. After finishing the novel, the teacher will model summarizing the story to the students. The teacher could summarize the concluding action of the book to students as an example.</li> <li>3. The teacher will ask students to reflect on the text as a whole including their reactions to the ending of the novel, where they think the story might continue in the next book, and beginning to reflect on the themes of the book.</li> <li>4. The teacher will explain that, <i>The theme of a story is the overarching big ideas that we see in multiple points throughout the story.</i> The teacher will give an example of a theme from another book the students are all familiar with, such as the theme of a class read aloud.</li> </ol>
<p><b>Procedure Lesson Four: We Do</b></p>	<ol style="list-style-type: none"> <li>1. The teacher will then ask students to contribute to the summary of the text. Students can provide examples of summarizing key events and actions from the book.</li> <li>2. The teacher will also ask students to contribute ideas to the possible themes of this book, and ask students to add evidence to the themes their peers suggest, such as the theme of loyalty and adding details about how the Hudson children always stick together, Captain Vincent’s ideas of loyalty, and who the Hudson children are loyal to.</li> <li>3. The teacher can ask guiding questions such as <i>What ideas did you notice the author kept coming back to throughout the text? What details help us understand the story as a whole? How would you share what happened in this book to a friend?</i>, in order to support student thinking on summarizing and synthesizing.</li> </ol>



**Procedure**  
**Lesson Four: I**  
**Do**

1. The teacher will then explain the final project to students, creating a video summary of the main events, characters, and settings of the book.
2. Students will also select a theme they noticed from the book and explain evidence of this theme from specific details provided within the story.
3. The teacher will assign the book club members specific roles for the final project. Students will be assigned roles such as summarizing the main events, characters, or settings from the book, and synthesizing an idea that supports the theme they are presenting in their video. Students will work together to determine a theme and find evidence of that theme from the text, but one student will be responsible for preparing and presenting this information within the video summary.
4. Students will then come together with their small groups to create a video on iMovie as the summative assessment, drawing on the strategies practiced earlier in the unit to gather text evidence to support their thinking and understanding.
5. The teacher will support students during the creation of their videos by checking in with each group before recording their videos to see their understandings and ideas.
6. After students create their videos, they will be shared with the whole class, not just the small group.
7. The teacher will digitally collect and give a final assessment of the video summaries to check students understanding of the multiple strategies practiced throughout the unit.

**Plans for Formative and Summative Assessment:**

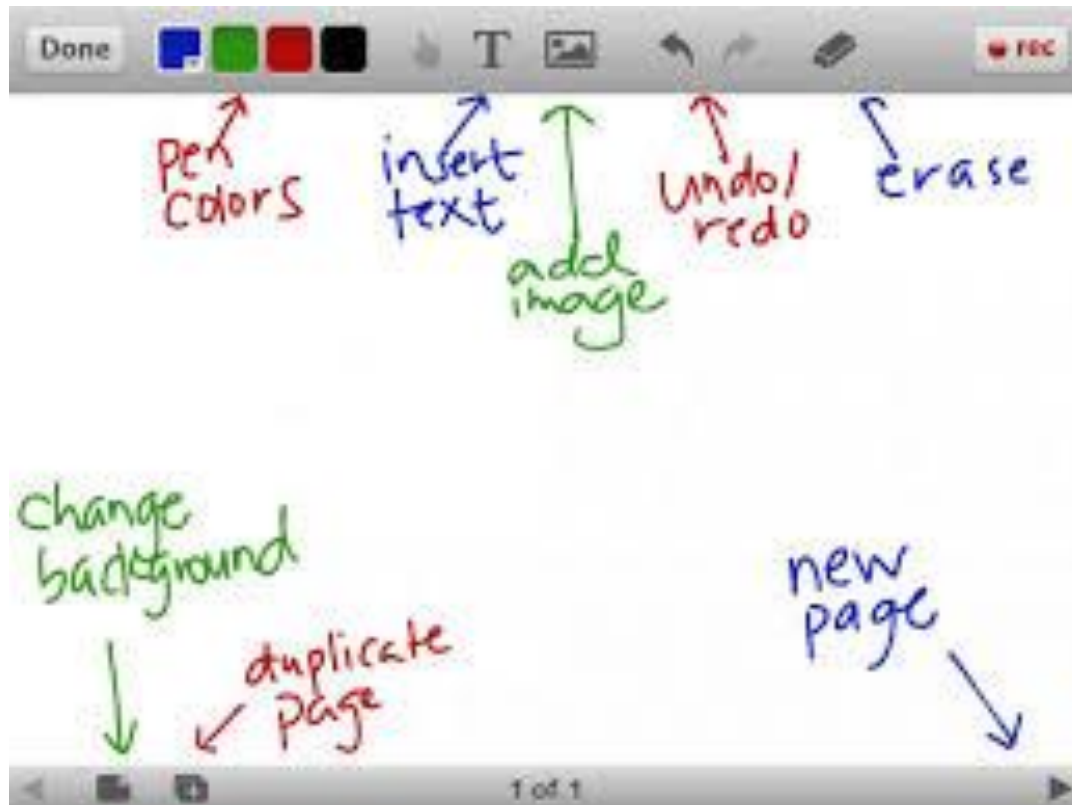
<b>Plans for Formative and Summative Assessment</b>	<p><b>At the conclusion of each lesson there will be some type of formative assessment check including . . .</b></p> <ul style="list-style-type: none"> <li>At the end of the first lesson, the teacher will collect students' visualization collages. The teacher will assess these collages through the lens of: are students pulling details from the text to support their mental images and drawings; can students describe a character or setting in specific detail? Before the second lesson, the teacher will review each visualization collage and determine if students understand this strategy and can use it comfortably independently. If students need additional support with this strategy, the teacher will address misconceptions and clarify confusions before the second lesson with an individual check in. Additionally, the teacher can observe students during the "We Do" phase of this lesson and adjust for any misconceptions spotted right then.</li> </ul>
<b>Plans for Formative Assessment Lesson 2</b>	<ul style="list-style-type: none"> <li>At the end of the second lesson, the teacher will collect students' determining importance mind-maps. The teacher will assess these collages through the lens of: are students able to determine the difference between important and interesting information presented in the text regarding a significant event or moment; can students use important details from a text to describe a specific event? Before the third lesson, the teacher will review each mind-map and determine if students are able to proficiently use this strategy and can meet the objective. If students need additional support, the teacher will check in with students and work through additional scenes where both important and interesting information is presented. The teacher can also correct any misconceptions of this strategy and provide additional support after all students share their own mind-maps with the small group in order to provide immediate feedback to students.</li> </ul>
<b>Plans for Formative Assessment Lesson 3</b>	<ul style="list-style-type: none"> <li>At the end of the third lesson, the teacher will make anecdotal notes on the inferences students share after individual practice time. The teacher will ensure that students inferences are based in details from the text, involve their own ideas and background knowledge, and support students in better understanding ideas in the text that are not explicitly stated by the author. The teacher can support student by clarifying any confusions after all students have shared. Additionally, the teacher can check in with students while they are reading and working on making inferences independently to ensure all students understand how to make inferences. During the "We Do" phase the teacher will have the opportunity to formatively assess students understandings of inference making as they practice articulating inferences for the first time together.</li> </ul>

<p><b>Plans for Formative Assessment Lesson 4</b></p>	<ul style="list-style-type: none"> <li>At the end of the fourth lesson, the teacher will check in with each small group working on their video summaries to ensure all students are on track and understand how to summarize and synthesize correctly. The teacher will ensure that students’ summaries of the text are based on details from the text and proficiently describe characters, settings, and events from the story. The teacher will ensure that students can synthesize information presented throughout the book and recognize themes with patterns of evidence to support these themes. If the teacher notices any confusions, she will address them then. Additionally, when students are working to gather their information for their group videos the teacher can walk around the room and observe students’ progress informally. Students who need additional support will be given it then.</li> </ul>
<p><b>Plans for Summative Assessment</b></p>	<ul style="list-style-type: none"> <li>For the summative assessment, the students will work in small groups to create video summaries of the book. In their summaries students will include information about the main characters, settings, and events based on details from the text. Students will be given their own role within the small group and be asked to summarize either the plot, main settings, characters, or events. They will also identify one theme of the text and provide evidence of details drawn throughout the course of the whole book to support why that theme is relevant. Students will work together to determine which theme they would like to use and find evidence from the text that supports that theme as central to the book. Students will make their summary videos engaging, exciting, and will not give away the endings in order to encourage students from different book clubs to try reading their book.</li> </ul>

PG LUC

**Technology Pages:**

**Lesson 1**



Lesson 2

popplet: **Determining Importance**

home view all zoom - +

exit fullscreen 7 feedback log out share

**popplet** Interesting details

**popplet** Detail 1: Matt discovered a bumper for a truck, which was very unlike him.

**popplet** Detail 2: The man offered to sell it to them for only a dollar.

**popplet** Detail 3:

**popplet** Detail 4:

**popplet** Detail 5:

**popplet** Determining Importance Min-Max pg 1 04-109

**popplet** Important Details

**popplet** Detail 1: The stone was somewhat rectangular, thin, and smooth with slight spalls that seemed to catch the light of the sun in an unusual way.

**popplet** Detail 2: The sign describing the artifact said "Stop Nightmares" and after buying the bracelet Matt never had a bad dream again.

**popplet** Detail 3:

**popplet** Detail 4:

**popplet** Detail 5:

Lesson 3

**Making Inferences Reference Sheet**

Inferencing is when we as readers, read between the lines and try to figure out an idea that the author has not explicitly told us. Inferences are when you take details and ideas from the text and combine them with your own background knowledge to come up with a new idea about the text. You can make inferences using the following formula . . .

Details from the Text + Your Background Knowledge = New Idea

Example from Chapter 12:

Captain Vincent destroying paintings of a mysterious women + People cut other people out of photos after feeling betrayed by that person = The women in the picture Captain Vincent is destroying is Bonnaire, the old captain who hurt him

Let's try making our own inferences!

Inference 1:

\_\_\_\_\_ +  
\_\_\_\_\_ =  
\_\_\_\_\_

Inference 2:

\_\_\_\_\_ +  
\_\_\_\_\_ =  
\_\_\_\_\_

Inference 3:

\_\_\_\_\_ +  
\_\_\_\_\_ =  
\_\_\_\_\_

Inference 4:

\_\_\_\_\_ +  
\_\_\_\_\_ =  
\_\_\_\_\_

Inference 5:

\_\_\_\_\_ +  
\_\_\_\_\_ =  
\_\_\_\_\_

Inference 6:

\_\_\_\_\_ +  
\_\_\_\_\_ =  
\_\_\_\_\_

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**Lesson 4**

