

# Template for Illinois Reads Curriculum Plan

## Illinois Reads Books

### Introductory Information

<b>Submitted by</b>	Karen David		
<b>Title of Book</b>	<i>This Journal Belongs to Ratchet</i>		
<b>(Optional) Additional Texts</b>	<ul style="list-style-type: none"> <li>○ “The Ant and the Cricket” Retold:  <a href="http://www.readworks.org/get/225412/file_569_0.pdf">http://www.readworks.org/get/225412/file_569_0.pdf</a> </li> </ul>		
<b>Title of Unit</b>	Comprehending <i>This Journal Belongs to Ratchet</i>		
<b>Grade level (interest)</b>	5 <sup>th</sup> grade	<b>Reading Grade level</b>	5.4
<b>Lexile Level</b>	830 L	<b>Guided Reading level</b>	S
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>These materials are all meant to assist students in comprehending <i>This Journal Belongs to Ratchet</i>. There are many words that may be unfamiliar to students so it is important that students know strategies to infer the meaning of words they do not know when they come across them. Understanding the theme of the book is important as well because if the reader does not understand the book, he/she is not fully comprehending and connecting with the book. Comparative thinking is an important skill for students to learn because it will help develop higher-order thinking skills and increase their comprehension. It is important for students to learn how to write opinion pieces by responding to the text because it allows students to think more deeply about an issue raised by the text and be able to coherently express their thoughts and opinions in writing.</p> <p><u>Essential Questions:</u>            What do good readers do when they don’t understand?            Why is it important to understand the theme of a text?            How does knowing how to compare and contrast make me a better reader and writer?            What is the relationship between a summary and a response?            What makes a good friend?</p>		

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

<b>CCSS ELA Standards</b>	<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>2. CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>3. CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ol>
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4. CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### C. Student Learning Outcomes – Targeted standards in Student Friendly Language

1. Students will be able to determine the meaning of unfamiliar words in *This Journal Belongs to Ratchet*.
2. Students will be able to determine the theme of *This Journal Belongs to Ratchet* from details in the text, including how characters in the respond to challenges.
3. Students will be able to compare and contrast two or more characters in *This Journal Belongs to Ratchet*, drawing on specific details in the text.
4. Students will be able to write opinion pieces, supporting a point of view with reasons and information.

#### Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

Recall: Identifying theme using passages of the text.

Skill/Concept: Inferring the definition of unfamiliar words.

Strategic Thinking: Comparing and contrasting characters.

Extended thinking: Writing opinion pieces.

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

Lesson 1: pg. 33-35: Ratchet describes the most important person in her life, her dad, an environmentalist. There are many words that may be unfamiliar related to the environment that must be known in order to better comprehend the text.

Lesson 2: pg. 160-162: Hunter defends Ratchet; Theme: friendship

Lesson 3: pg. 32-35

Lesson 4: pg. 204-207- Ratchet learns what is in the box; pg. 225-229: Hunter submits Ratchet’s essay without her knowledge.

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

Theme, compare, contrast, summary, response, vocabulary, details, opinion, inference

Vocabulary Tier 2 Words

Entries, finalist, engine, developed, grave, squander, colossal, braced, whipped

Tier 3 Words

Ratchet, ozone, UV radiation, environmentalist

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

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Remembering | X- Analyzing                      |
| X- Understanding                     | X- Evaluating                     |
| X- Applying                          | <input type="checkbox"/> Creating |

**E. Instructional Supports**

<b>Research Based Strategies</b>	<p><u>Lesson 1:</u> Inferring the Meaning of Unfamiliar Words (pg. 139 of <i>Strategies That Work</i>)</p> <p><u>Lesson 2:</u> Recognizing Plot and Inferring Themes (pg. 142 of <i>Strategies That Work</i>)</p> <p><u>Lesson 3:</u> Quick Write (pg. 168 of <i>Classroom Strategies for Interactive Learning</i>)</p> <p><u>Lesson 4:</u> Save the Last Word for Me (pg. 182 of <i>Classroom Strategies for Interactive Learning</i>)</p>
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<b>Smartboard Strategies</b>	<p><u>Lesson 1: Determining Meaning of Unfamiliar Words</u></p> <p>- Interactive activity: Smartboard activity where students work together in small groups to figure out the meaning of the word (multiple choice) using context clues, pictures, etc.</p> <p><u>Lesson 2: Determining Theme</u></p> <p>- Interactive activity: On the Smartboard screen, students will be given short passages (poem, short story, etc.) on one side of the board and the other will have various themes. Students must match the passage and it's theme correctly together.</p> <p><u>Lesson 3: Comparing and Contrasting Characters</u></p> <p>- Interactive activity: Venn diagram on Smartboard will be used in "I do" and "We do" part of the lesson in order to show students the thinking that goes along with comparing and what they need to do on their own Venn diagrams in order to compare Ratchet and her dad.</p> <p><u>Lesson 4: Personally Responding to the Book (opinion piece)</u></p> <p>- Smartboard will be used in "I do" and "We do" part of the lesson in order to show students the difference between summarizing and responding to the text with your own opinions. We will use the vortex Smartboard to determine whether the statements are part of a summary of the book or a response to the text (opinion) in order to help them when they are writing their own opinion pieces.</p>
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**F. Assessment (Align to Section B)**

<b>Formative</b>	<ul style="list-style-type: none"> <li>○ Graphic organizer in lesson 1</li> <li>○ Graphic organizer in lesson 2</li> <li>○ Venn diagram in lesson 3</li> <li>○ Quick write in lesson 3</li> <li>○ Opinion piece in lesson 4</li> </ul>
<b>Summative</b>	<p>Students will write an opinion piece on which of the characters in <i>This Journal Belongs to Ratchet</i> would make the best friend. They will need three important reasons along with text evidence. Students will be able to use their Venn diagrams they created to compare the characters in lesson 3 and what they learned about how to write an opinion piece in lesson 4 to complete this</p>

assessment.

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

**Procedure  
Lesson One  
  
Smartboard  
pages: 1**

Determining Meaning of Unfamiliar Words:

- Have students read at least up to page 33. This lesson will focus on pages 33 through 35.
- In order to model what students should do when they come across unfamiliar words while reading, we will use pages 33-35 in the *This Journal Belongs to Ratchet*.
- Read pages 33-35 to students out loud. Have students raise their hand when they hear any unfamiliar words or words that they have heard but do not know what they mean.
- Stop as soon as a student identifies an unfamiliar word. Model what good readers do when they come across unfamiliar words while reading.
- On the board (Smartboard or white board), create a table that looks like this:

<b>Word</b>	<b>Inferred Meaning</b>	<b>Clue</b>	<b>Sentence</b>

- Use the table as you are modeling. Explain that there are many different clues that help you to infer or conclude what the meaning of a word is including using pictures, reading on, the other words in the sentence, etc.
- An example of an unfamiliar word in those pages is “environmentalist.” Use the table as you model.
- Continue this with two other words the students deem unfamiliar. Make sure to only do a few as we will practice with this passage a little more during the Smartboard activity.
- In order to practice as a group, pull up the Smartboard activity. Call students up to figure out the meaning of the word (multiple choice) using context clues, pictures, etc. The passages are from the pages we just read aloud.
- Make sure to ask students how they got their answer so they verbally explain. Ask students: What do you think this word means? How do you know?
- Pass out a graphic organizer with the table used to model this strategy earlier. Have students use this as they continue to read the book and come across unfamiliar words.
- Collect this graphic organizer at the end of the lesson as a formative assessment.

Text-Dependent Questions:

- Ratchet says her dad is a “crazy environmentalist.” What does the word “environmentalist” mean?

<b>Procedure</b> <b>Lesson Two</b>  <b>Smartboard</b> <b>pages: 2</b>	<p><u>Determining Theme:</u></p> <ul style="list-style-type: none"> <li>○ In order to model how to determine theme, we will be using a passage from Readworks.com called “The Ant and the Cricket.”</li> <li>○ First, introduce the word “theme” and it’s definition. Themes are underlying ideas, morals, and lessons that give the story its meaning.</li> <li>○ Pass out themes list from: <a href="https://woub.org/readwritetell/pdfs/7.Theme_ThemesList.pdf">https://woub.org/readwritetell/pdfs/7.Theme_ThemesList.pdf</a> to give students examples.</li> <li>○ Tell students that our purpose for reading “The Ant and the Cricket” is to determine the theme.</li> <li>○ Read “The Ant and the Cricket” out loud to students.</li> <li>○ Model how to determine the theme by thinking out loud and using an anchor chart with one side of the paper labeled “Evidence from Text” and one side labeled “Theme.”</li> <li>○ On the Smartboard screen, students will be given short passages (poem, short story, etc.) on one side of the board and the other will have various themes. Students must match the passage and its theme together correctly. Call students up to the board.</li> <li>○ Tell students that in <i>This Journal Belongs to Ratchet</i> we will be focusing on pages 160-162 to determine the theme in this chapter.</li> <li>○ Pass out the graphic organizer students will work on that matched your anchor chart to be used after rereading this part of the book.</li> <li>○ Collect this graphic organizer at the end of the lesson as a formative assessment.</li> </ul> <p><u>Text-Dependent Questions:</u></p> <ul style="list-style-type: none"> <li>○ What message is the author, Nancy Cavanaugh, trying to tell readers in this chapter?</li> <li>○ What will you remember about the story a year from now?</li> <li>○ Where does Nancy Cavanaugh prove the intended message?</li> </ul>
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<b>Procedure</b> <b>Lesson Three</b>  <b>Smartboard</b> <b>pages: 3</b>	<p><u>Comparing and Contrasting Characters:</u></p> <ul style="list-style-type: none"> <li>○ Since it is extremely important to realize the differences between Ratchet and her dad (because you can infer that she feels he does not really understand her and why Ratchet wishes her mom was around), we will be comparing and contrasting Ratchet and her dad.</li> <li>○ (Re)read pg. 32-35 out loud to students.</li> <li>○ Use the Venn diagram on Smartboard to be used in "I do" and "We do" part of the lesson in order to show students the thinking that goes along with comparing and what they need to do on their own Venn diagrams in order to compare Ratchet and her dad.</li> <li>○ Have students continue the Venn diagram (graphic organizer on paper) on their own using the passage we read earlier.</li> <li>○ Students will continue to use this Venn diagram as they read or reread the book.</li> <li>○ Have students write a quick write answering this question: Does Ratchet’s dad care as much as Ratchet about impressing other people or what other people think? Why do you think that is? Students can use their Venn diagrams to assist them.</li> <li>○ Collect the Venn diagram and quick writes to be used as a formative assessment.</li> </ul> <p><u>Text Dependent Questions:</u></p> <ul style="list-style-type: none"> <li>○ What does Ratchet think is important in life? What about her Dad? How does this differ?</li> <li>○ Why is it so important for Ratchet to make friends? Why do you think it is not as important for her dad?</li> </ul>
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- Does Ratchet’s dad care as much as Ratchet about impressing other people or what other people think? Why do you think that is?

**Procedure  
Lesson Four  
  
Smartboard  
pages: 4**

Personally Responding to the Book (opinion piece):

- Read pg. 204-207 out loud to the students.
- As you are reading stop to respond to the text to model. Make sure to back up any opinions with good reasons. This section of the book is easy to respond to as you finally figure out what is in the letters that were in the mystery box and it is unexpected.
- We will use the vortex Smartboard to determine whether the statements are part of a summary of the book or a response to the text (opinion) in order to help them when they respond to the text and when they write their own opinion pieces.
- Have students read pg. 225-229. They will be doing the Save the Last Word for me activity.
- Tell students that as they read, make a light check in pencil or put a sticky note next to three statements that they found interesting or just want to say something about.
- After they are finished reading, they are to write each statement on the front of separate index cards.
- Split students into groups of 4 or 5.
- When students meet in their groups, they are to select a group member to go first to read one of their statements. All the students respond to that statement and the person who read the statement goes last (and gets the last word). Students must back up all of their opinions with good reasons.
- Students continue this until all members of the group have read a statement.
- Students are assigned to write an opinion piece on whether they think it was right of Hunter to submit Ratchet’s essay using statements from the text and reasons to back up their opinion.

Text- Dependent Questions:

- What sticks out to you while reading these pages? What is something you found interesting?
- Was it right of Hunter to submit Ratchet’s essay?

**Plans for  
Formative and  
Summative  
Assessment  
linked to  
standards and  
learning  
outcomes  
(objectives)**

Formative Assessments:

- Graphic organizer in lesson 1
- Graphic organizer in lesson 2
- Venn diagram in lesson 3
- Quick write in lesson 3
- Opinion piece in lesson 4

Summative Assessment:

Students will write an opinion piece on which of the characters in *This Journal Belongs to Ratchet* would make the best friend. They will need three important reasons along with text evidence. Students will be able to use their Venn diagrams they created to compare the characters in lesson 3 and what they learned about how to write an opinion piece in lesson 4 to complete this

assessment.

Name: \_\_\_\_\_

<b>Unfamiliar Word</b>	<b>Inferred Meaning</b> (Using clues, what do you think the word means?)	<b>Clue</b> (What helped you determine the meaning of the word?)	<b>Sentence</b> (Sentence in the book that contains the unfamiliar word)



Name: \_\_\_\_\_

**Determining the Theme on Pages 160-162 of *This Journal Belongs to Ratchet***

Some questions to think about:

- What message is the author, Nancy Cavanaugh, trying to tell readers in this chapter?
- Where does Nancy Cavanaugh prove the intended message?
- What will you remember about the story a year from now?

<b>Evidence from Text</b>	<b>Theme</b>

Name: \_\_\_\_\_

**Venn Diagram: Comparing and Contrasting Ratchet and Her Dad**

