

## Template for Illinois Reads Curriculum Plan Illinois Reads Books

### Introductory Information

<b>Submitted by</b>	<i>Marie Bartz</i>		
<b>Title of Book</b>	<i>The Zoo at the Edge of the World</i>		
<b>(Optional) Additional Texts</b>	<i>N/A</i>		
<b>Title of Unit</b>	<i>Illinois Reads Book- The Zoo at the Edge of the World</i>		
<b>Grade level (interest)</b>	<b>3<sup>rd</sup></b>	<b>Reading Grade level</b>	3-5
<b>Lexile Level</b>	<b>680L</b>	<b>Guided Reading level</b>	X
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>The purpose of this unit is for students to summarize the story in order to form an opinion on the statement, “Conquerors cant be protectors.” (pg. 232) The author believes that conquerors, even with good intentions, cannot be protectors. This argument is supported by the conflicts that arise at the zoo. Students will use the information from this novel, as well as their own background knowledge to agree or disagree with this statement. The novel also exposes students to a boy with a speech impediment. Reading the book from Marlin’s point of view gives students insight on this challenge and may clear up any misconceptions they hold.</p> <p>This unit focuses on strategies to support the students as they read. This will provide students with a deep understanding of the text so they may use it in forming their own opinions. By exploring their questions, vocabulary usage, persuasive language, and summarizing skills this lesson is appropriate for 3<sup>rd</sup> graders. Each lesson correlates to a Common Core State Standard and includes a SMARTboard activity to encourage student engagement.</p> <p>* Eric Kahn Gale, the author, is willing to participate in school visits or Skype presentations. This can be set up on his website. *</p> <p><i>Essential Questions:</i></p> <ol style="list-style-type: none"> <li>1. Can conquerors be protectors?</li> </ol>		

	<ol style="list-style-type: none"><li>2. How did Marlin’s dad use propoganda to his advantage?</li><li>3. Although the story takes place in a different time period, what parallels can we draw to today’s society?</li></ol>
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**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. Before Reading/ Questioning: CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>2.Vocabulary: CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li><li>3. Bias/ Propaganda: CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li><li>4. After Reading/ Theme: CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</li></ol>
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**C. Student Learning Outcomes – Targeted standards in Student Friendly Language**

<ul style="list-style-type: none"><li>• Students will identify and answer questions throughout reading.</li><li>• Students will apply new vocabulary terms.</li><li>• Students will recognize and use language that is meant to persuade an audience.</li><li>• Students will be able to analyze the theme of the text and establish their personal viewpoint apart from the author.</li></ul>
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**D. Text Sections to be read closely with plans to support reading and discussion**

Chapters 2-6 to determine what questions can be answered from the list composed on SMARTboard Chapter 36
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<b>Academic Language to be supported at word, syntax and discourse levels Vocabulary</b>	
<b>Tier 2 Words</b>	<b>Tier 2:</b> demerits (pg. 4), stutterer (pg. 5), demeanor (pg. 16) bungling (pg. 22) pinnacle (23) blanching (pg. 139)
<b>Tier 3 Words</b>	<b>Tier 3:</b> guano (pg. 4) vapor (pg. 136) confinement (pg. 139) proprietor (pg. 1) conqueror (pg. 232)

<b>Bloom's Levels Addressed: (Check all that apply)</b>	
<input type="checkbox"/> Remembering	<input checked="" type="checkbox"/> Analyzing
<input type="checkbox"/> Understanding	<input checked="" type="checkbox"/> Evaluating
<input checked="" type="checkbox"/> Applying	<input type="checkbox"/> Creating

**E. Instructional Supports**

<b>Research Based Strategies</b>	<p>Lesson 1: Questioning Harvey, S., &amp; Goudvis, A. (2007). <i>Strategies that work: teaching comprehension for understanding and engagement</i> (2nd ed.). Portland, Me.: Stenhouse.</p> <p>Lesson 2: Vocabulary Buehl, D. (2014). <i>Classroom strategies for interactive learning</i>. Newark, DE: International Reading Association.</p> <p>Lesson 3: Propaganda/ persuasive writing Buehl, D. (2014). <i>Classroom strategies for interactive learning</i>. Newark, DE: International Reading Association.</p> <p>Lesson 4: Summarizing/ theme Harvey, S., &amp; Goudvis, A. (2007). <i>Strategies that work: teaching comprehension for understanding and engagement</i> (2nd ed.). Portland, Me.: Stenhouse.</p>
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<b>Smartboard Strategies</b>	<p>Table (to fill out while reading)</p> <p>Sorting</p> <p>Sequencing</p>
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**F. Assessment (Align to Section B)**

<b>Formative</b>	<p><b>Lesson 1:</b> CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Lesson 2: Student completed vocabulary overview guides</b> CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
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	<p><b>Lesson 3: RAFT student writings</b>            CCSS.ELA-LITERACY.RL.3.6            Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>Lesson 4: Student summary and responses</b>            CCSS.ELA-LITERACY.W.3.1            Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>
<b>Summative</b>	<p>Students will write a letter to the author about a question they still have and if they agree or disagree with the statement, “conquerors can’t be protectors.”</p> <p>CCSS.ELA-LITERACY.RL.3.1            Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.6            Distinguish their own point of view from that of the narrator or those of the characters.</p>

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

**Procedure  
Lesson One**

**Lesson 1- Questioning**

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Materials:** SMARTboard notebook, Post It notes

**Additional Notes:** This first section of the book will be read as a group.

**Procedure**

Eric Kahn Gale lives in Chicago, Illinois with his dog Bowser. He says that this book, *The Zoo at the Edge of the World*, was inspired by his “lifelong obsession with animals.” I know many of you have a love of animals as well. How many of you have been to a zoo before? How many of you would like to live at the zoo? Well our main character, Marlin, does. Let’s see what that is like, we are going to begin now and will pause after the first chapter.

**Read first chapter**

Have students write down one question they have after reading the first chapter together. Give the students a few minutes to do this.

Collect the Post It notes and read each one aloud, grouping them by similarity on the board. Pull up SMARTboard activity and discuss that we will be keeping track of their questions on this table (you may add to the questions provided or edit the questions as needed) Discuss the key at the top of the page, explaining that the students must read carefully to see if any of their questions are answered in the following chapters. Begin adding questions the table, discussing each one. If a student can answer one according to their background knowledge, signify the answer as so in the corresponding column. Once all the questions are written on the chart, reiterate that their purpose for reading the following chapters is to answer these questions.

**Read chapters 2-6**

Gather the students together again and ask if any of their questions have been answered, if so, mark the answer as “A” for answered in the corresponding box. Ask students how you might go about answering the questions they have left. Code the rest of the questions on the SMARTboard. Some

**Smartboard  
pages: 1**

questions might require further research, which may be lead by you or could be answered by grouping students in order to research one specific question. Some questions might require even further reading, in which a box may be left blank until students find the answer. (This chart may be referred back to throughout reading if necessary)

When all plausible questions have been answered, explain to the students how important it is to ask and answer questions as they are reading. This will help them become more active readers.

**Procedure  
Lesson Two**

**Lesson 2: Vocabulary**

CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**Smartboard  
pages: 2-3**

**Materials:** Post Its, SMARTboard notebook, Vocabulary overview guides and blank guides

**Additional Notes:** Students will have read through chapter 15, marking 6 words they are unfamiliar with Post It notes.

**Procedure**

Explain to the students that you marked words in your copy that you were unfamiliar with since you started reading. Project the stem worksheet you filled out (attached to this lesson). Two of the stems are blank, use the word “bungling” to go through the steps of filling out one of the stems with the students. Ask students to “evaluate their current knowledge about the word” (Buehl, 217). Write down the letters “K, H, S, N” on the board. K stands for I know the word. H stands for I have a hunch or a feeling about the word. S stands for I’ve seen the word, but I don’t know what it means. N stands for I’ve never seen the word before today. Ask the students to reflect on what level they know the word.

Display the entire section of text that the word is found in. Ask students to determine the tone of the context: positive, negative, neutral? Students may need support in doing this at first. Then ask students if they can replace the word with any other words without changing the context. Fill out the stem with clues and explanations they have discussed and ask a student to use it in a sentence for the “use” section. Fill out the next stem with the word “stutterer” and follow the same process. If you think your students need more clarification there is room for one more word of your choosing. Explain to students that you are not looking for an expert definition, the “explain” stem is their own definition from what they have implied from the text. Explain how you filled out the rest of the stems.

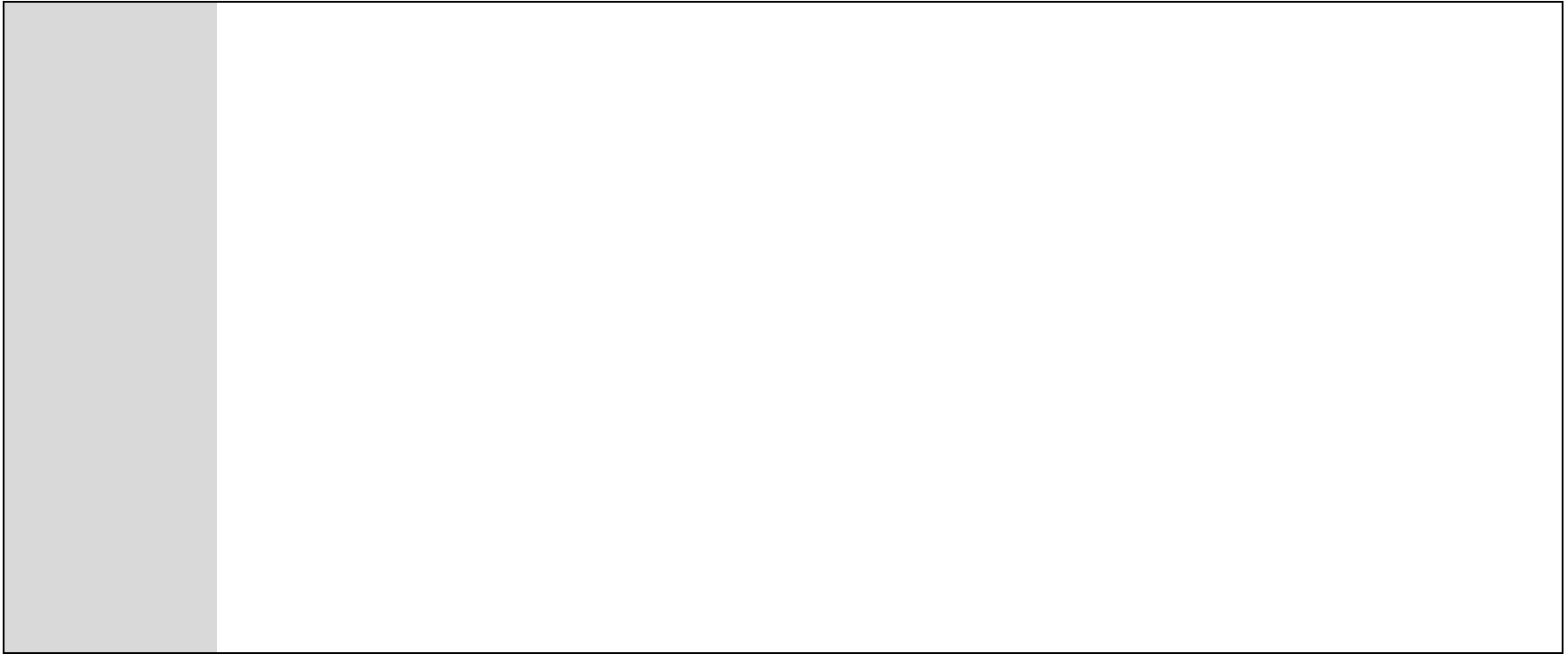
Send students back to their desks to do this with their own words.

Collect the vocabulary guides; these may be used as a formative assessment. Close this lesson with the SMARTboard activity, having students match the vocabulary words that you discussed on the example vocabulary guide to the explanations you came up with.

**Vocabulary overview example is in the SMARTboard pages and attached to this plan.** Blank guides are attached as well.



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**Procedure  
Lesson Three**

**Lesson 3: Bias/ Propaganda**

CCSS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

**Smartboard  
pages: 4-5**

**Materials:** SMARTboard notebook, RAFT prompts, RAFT example

**Additional Notes:** Students should have read through chapter 24 by this point.

**Procedure:**

Begin the lesson by rereading page 157, “The Fourth Night.” Discuss with the students how the language being used is ironic, especially the sentence containing the phrase “making you the envy of all your friends and relatives.” Does this align with all the events that have really been happening at the resort? With the fire that set the circus tent on fire? Discuss the term “propaganda” with the students. Are these daily notices propaganda? What kind of language is used in propaganda writing?

Display SMARTboard notebook page 3. Explain that persuasive writing is often used in propaganda, and it often evokes feeling in the reader. Assist the students in determining the persuasive phrases, which were pulled from the daily notices in the book.

Hand out the RAFT prompt to students and go over the role. Explain that they are a guest at the resort writing a letter home to their family or friends or a travel critic writing for an English newspaper. Each student must establish their thoughts on the events at the zoo and convince their audience to either book their own trip to the resort, or to avoid the trip at all costs. Persuasive language should be utilized.

Go through your example on the SMARTboard to stimulate the students thinking.

Send students back to write their letters. Leave the persuasive language sort on the board so students may refer to the phrases while writing. This should take about 20 minutes. Collect student work, these may be used as a formative assessment.

**Procedure  
Lesson Four**

**Smartboard  
pages: 6-7**

**Lesson 4: After Reading/ Theme**

CCSS.ELA-LITERACY.W.3.1

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

**Materials:** SMARTboard notebook, writing paper, Summary/ Response example

**Additional Notes:** Students should have finished the book at this point. Reading the last chapter (36) together is a good way to start this lesson.

**Procedure:**

Begin this lesson by asking students what they thought about the book? Did they like it/dislike it? What did they think about the phrase “conquerors can’t be protectors” in the last chapter? Could that statement be applied to zoos today? What are some reasons we have zoos? Do they agree or disagree with the author? Establish this phrase as the theme of the book, the message the author was trying to get across. Ask them to keep these thoughts in their heads, because they will be able to write about their opinions later on in the lesson.

Project SMARTboard activity and students to come up to the board to sequence the events of the story. This activity will assist them in writing their summaries. This may be kept up on the board as they are writing.

Introduce the activity. Explain that they will write a summary for the story, using the events on the SMARTboard to center their thinking and establish the theme at the end. Then, they will respond to the story, discussing parts they liked or disliked, questions they still might have, and their personal opinion on the phrase “conquerors can’t be protectors.” Display your example on the SMARTboard and read it aloud for students to see what the final product will look like. Response opinions should be backed up by information from the book or background knowledge. Allow the students 20-30 minutes to complete this.

Allow students to share their responses with a partner. These summary and responses may be collected as a formative assessment.

<p><b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b></p>	<p><b>Lesson 1:</b> Students will pose at least one question on a Post It note to utilize in the SMARTboard activity. These Post It notes could be used as a formative assessment.</p> <p><b>Lesson 2:</b> Students will be filling out vocabulary overview guides. These could be used as a formative assessment. Teacher should be looking for evidence that students made a good effort in determining meaning from the text and that their explanation of the word is accompanied with an appropriate use.</p> <p><b>Lesson 3:</b> Students will be completing a RAFT writing. Teacher should be looking for the student’s opinion on the resort through their role in their letter or newspaper article. Teacher should also consider the use of persuasive language.</p> <p><b>Lesson 4:</b> Students will be writing summary/ response papers. Teacher should be looking for an appropriate summary but focus on the student’s personal opinions and how they support them with evidence from the text or from their background knowledge.</p> <p><b>Summative:</b> A summative assessment that could be implemented is a letter to the author of the book. In the acknowledgement section of the book he explains that he welcomes emails about his writing. Students will write an email asking a question that they still have about the story and responding to his prompt, “conquerors can’t be protectors.” This could be a more formal version of the summary responses and include a peer-editing component.</p>
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RAFT Prompts

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Resort Guest	Family or friends back at home	Letter	Why they should book a trip to the resort
Travel critic	English public	Newspaper article	Why they should NOT book a trip to the resort

# Vocabulary Overview Guide

Clue:	
Explain:	
Use:	

Clue:	
Explain:	
Use:	

Clue:	
Explain:	
Use:	

Note. Adapted from "The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention," by E.M. Carr, 1985, *Journal of Classroom Strategies for Interactive Learning* (4th ed.) by Doug Buehl. Copyright © 2014 by the International Reading Association. May be copied for classroom use.

### Vocabulary Overview Guide

proprietor

Clue: owner

Explain: a person who owns a business

Use: The restaurant's proprietor decided to sell the building.

guano

Clue: animal's waste

Explain: waste material from animals

Use: The guano from the tiger's cage smelled up the whole zoo.

demeanor

Clue: How a person behaves

Explain: a person's appearance/behavior

Use: Her demeanor showed that she was unhappy with her friend.

Clue:

Explain:

Use:

Clue:

Explain:

Use:

Clue:

Explain:

Use:

Note. Adapted from "The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention," by E.M. Carr, 1985, *Journal of Reading*, 28(8), pp. 684-689. Copyright © 1985 by the International Reading Association.