Template for Illinois Reads Curriculum Plan
Illinois Reads Books

Introductory Information

Submitted by	Mary Brand, Loyola University Chicago
Title of Book	*The Zoo at the Edge of the World* by Eric Kahn Gale
Title of Unit	Conqueror vs. Protector: Viewing Events Through Different Perspectives

Grade level (interest)	3rd-5th	Reading Grade level	3rd
Lexile Level	680L	Guided Reading level	Not available

A. Purpose for Instruction/ Essential Questions	This unit introduces students to several essential reading strategies: making inferences, visualizing, identifying perspective, and synthesizing. Students will practice using these strategies so they can apply them to their reading across content areas and outside of school. The unit has a focus on viewing events from multiple perspectives. This is a helpful skill for reading, but it also builds understanding and empathy in students and can be applied to their own lives. The unit will also lead students to consider the book's claim that a conqueror cannot be a protector and to consider whether zoos are a good place for animals. These essential questions are relevant in the real world, and they will engage the students. How does a story change when it is told from a different perspective? Can someone be both a conqueror and a protector? Is it better for animals to live in a zoo or in the wild?

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

CCSS ELA Standards	1. CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. 3. CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 4. CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

1. Students will draw inferences from the text and identify evidence that led to their inferences.

2. Students will use details from the text to form mental images and present their images through drawings and plans for a movie scene.
3. Students will use details about a character's thoughts, words, and actions from the text to rewrite an event from that character's perspective.
4. Students will explain how their thinking changed in answer to the question, "Can someone be both a conqueror and a protector?" while reading the text.

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

Lesson 1: Ch. 2, p. 11-12; Ch. 3, p. 19-20; Ch. 5, p. 32-36
Lesson 2: Ch. 10, p. 58-59; ch. 13, p. 91-96
Lesson 3: Ch. 17
Lesson 4: Ch. 3, p. 20-21; ch. 17, p. 120-121; ch. 27, p. 181-183; ch. 36, p. 232-233

Academic Language to be supported at word, syntax and discourse levels **Vocabulary Tier 2 Words** **Tier 3 Words**	Tier 2: perspective, duke, resort, exploit, merchant, pyramid, carnivore, legend, colony, plantation Tier 3: tamarin, hemp, admiral, clientele, Commonwealth, capybara, toucan, tapir, portfolio, gnat, proprietor

Bloom's Levels Addressed:

☐ Remembering   ☐ Analyzing
☐ Understanding   ☐ Evaluating
☐ Applying   ☐ Creating

E. Instructional Supports

Research Based Strategies	Lesson 1: Making inferences Inferring with Text Clues from *Strategies That Work* p. 141 Lesson 2: Visualizing Visualizing from a Vivid Piece of Text from *Strategies That Work* p. 134 Lesson 3: Examining perspective Writing as Synthesis: Personalities from the Past from *Strategies That Work* p. 190 Lesson 4: Synthesizing Synthesizing: How Reading Changes Thinking from *Strategies That Work* p. 183

Smartboard Strategies	Lesson 1: Three-column sort – Students will sort sentences into three groups: text clues, background knowledge, and inferences. Lesson 2: Drawing – Students will drag images and use the drawing tools to create a scene similar to the scene they visualized while reading. Lesson 3: Vortex sort – Students will sort sentences into two categories based on the perspective the sentence is written from. Lesson 4: Sentence sequencing – Students will sequence ideas that a reader may have about a character while synthesizing.

F. Assessment

Formative	
	• Students will complete a graphic organizer with details from the text, background knowledge, and inferences they drew. • Students will draw illustrations for a scene in the book based on the mental image they created while visualizing. They will also complete a graphic organizer as though they were filming these scenes in a movie. • Students will rewrite chapter 17 from the first-person perspective of a character other than Marlin. • Students will write a one-page response to the prompt, "Can someone be both a conqueror and a protector?" before reading the book. They will mark passages from the text that changed their thinking using sticky notes. After reading, they will write a two-page response to the same question and explain how their thinking changed as they read. • The teacher will check for students' understanding of the essential questions and reading strategies through observations and discussions with students.
Summative	
	Students will write about the events of the story in the form of a journal. They will choose a character in the book other than Marlin and write ten journal entries: five from the perspective of their chosen character, and five from a third-person point of view. Students will present their journals through a video, a skit, or an oral reading.

Procedure Lesson One **Smartboard pages: 1-2**	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Objective:** Students will draw inferences from the text and identify evidence that led to their inferences. **Materials:** SmartBoard, copies of text for each student, graphic organizers for finding inferences 1. Before reading the book, students will write a one-page journal entry in response to the question, "Can someone be both a conqueror and a protector?" This will be revisited in the fourth lesson. 2. Students will have read the first five chapters of *The Zoo at the Edge of the World* prior to this lesson. 3. Tell students an example of an inference you recently drew in your own life. For example, when I drove past a church recently, I saw a group of people wearing suits and dresses standing outside. When I saw a woman in a long, white dress, I inferred that there must be a wedding. Just like we make inferences in our own lives, we make inferences when we read. 4. Call a few volunteers to share inferences they have made in their lives. 5. Teach the students that Background Knowledge + Text Clues = Inference (BK+TC=I) and write this on chart paper. Explain how you used background knowledge to make an inference in your life. 6. Show SmartBoard p. 1. Have students drag the phrases to the appropriate column. 7. Have students reread p. 19-20 in chapter 3 with a partner. Before they begin, tell the students they will be looking for details about the duke and duchess's behavior in these pages. 8. Call upon several students to share the details they noticed. Record student responses on SmartBoard p. 2. 9. Model how to draw an inference about the duke and duchess from one of the details. 10. Call on students to add inferences and background knowledge to the SmartBoard. 11. Have students read p. 33-36 independently, beginning with "'Hello and welcome…'" Tell the students to focus on Father and the duke as they read. They will fill out a graphic organizer with text clues, background knowledge, and inferences while reading.

Procedure Lesson Two **Smartboard page: 3**	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **Objectives:** Students will use details from the text to form mental images and present their images through drawings and plans for a movie scene.

	Materials: SmartBoard**,** copies of text for each student, graphic organizer for creating a movie scene 1. Students will have read through chapter 15 prior to this lesson. 2. Remind students that we use text clues and background knowledge to make inferences. We also use the text and our background knowledge to visualize events in a story. 3. Have students close their eyes as you read ch. 10, p. 58-59 aloud. As you read, they should form an image in their minds of Marlin, Jaguar, and the Ruby Palace. 4. Have students draw the image they pictured. 5. Call four students to draw their pictures on the SmartBoard. The other students should compare and contrast their drawings to their peers' drawings. 6. Pass out the "Design a Movie Scene" graphic organizer and briefly explain each column. Provide an example for each column. 7. Have students reread ch. 13, p. 91-96 independently, filling out the graphic organizer as they read. 8. Allow students to share their graphic organizers with a partner and compare and contrast their movie scenes.

Procedure Lesson Three **Smartboard pages: 4-6**	CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. **Objective:** Students will use details about a character's thoughts, words, and actions from the text to rewrite an event from that character's perspective. **Materials:** SmartBoard, copies of the text for each student, graphic organizer for finding details about a character 1. Students will have read through chapter 17 prior to this lesson. This lesson will likely take two class periods. 2. Introduce the three types of perspective (first-person, second-person, third-person) and give an example of each. 3. Tell the students that they will be focusing on 1st and 3rd person points of view because these are used most often in writing. 4. Complete the vortex sorting activity on SmartBoard p. 4. 5. Show SmartBoard p. 5 and call upon students to name details from the text that tell you things about a specific character (dialogue, thoughts/feelings, actions, reactions of others). 6. Choose a character other than Marlin and begin reading chapter 17 aloud. As you read, model how to identify and write details about the character on SmartBoard p. 6 (thoughts/feelings the character might be having, actions, dialogue, and others' reactions to the character). 7. Continue reading the chapter and call upon students to add additional details to the SmartBoard.

8. After reading a few pages, have students choose a character other than Marlin to write about. Possible characters include: Father, Tim, Kenji, Jaguar, Trebone, Blue Boy. Alternatively, you can differentiate the activity by assigning characters to certain students.
9. The students will read chapter 17 independently and fill out the graphic organizer with details about the character.
10. After they finish their graphic organizers, model how to use details about the character to rewrite the scene from another character's perspective.
11. Have students rewrite chapter 17 from their chosen character's perspective.
12. Have students discuss the question, "How does a story change when it is told from a different perspective?" in small groups.

Procedure Lesson Four **Smartboard pages: 7**	CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **Objective:** Students will explain how their thinking changed in answer to the question, "Can someone be both a conqueror and a protector?" while reading the text. **Materials:** SmartBoard, copies of the text for each student, sticky notes for students to write their thoughts as they read 1. Complete SmartBoard p. 7 as a whole class. After students put the quotes from the text in the correct order, explain to the students how your thinking about Leedo Flute changed as you read the book. 2. Have students reread the journal entries they wrote before starting the book in answer to the essential question, "Can someone be both a conqueror and a protector?" 3. Guide students in reading ch. 3, p. 20-21 and writing their thoughts in relation to the essential question on a sticky note. 4. Allow students to continue writing their thoughts as they reread other passages in the book. Draw students' attention to ch. 17, p. 120-121; ch. 27, p. 181-183; and ch. 36, p. 232-233. Students should fill at least one sticky note with writing for each passage. 5. Students may also find additional passages that help them answer the question.

	6. Have students write at least a two-page journal entry answering the essential question again and explaining how their thinking changed during and after reading the book.

Graphic Organizer for Lesson 1:

Text Clues + Background Knowledge = Inference

TC +	BK =	I

J Hunt LUC

Graphic Organizer for Lesson 2:

You're the Director!
Design a Movie Scene

Location	Props	Cast	Extras	Sound Effects	Camera Angles
Where and when does the scene take place? What background scenery will you include?	What objects are in the scene?	Who are the named characters in the scene?	What extra people and animals without names will be in the scene?	What background noises will you include?	Will the camera be close to the characters? Will you have wide shots of the whole group?

Graphic Organizer for Lesson 3:

Thoughts/Feelings	Dialogue	Actions	Reactions of Others