

Illinois Reads Curriculum Plan Illinois Reads Books

Introductory Information

Submitted by:	Armeen Sayani		
Title of Book	<i>Gandhi: A March to the Sea</i> by Alice B. McGinty		
Resources	<i>Strategies That Work</i> by Stephanie Harvey and Anne Goudvis		
Title of Unit	Illinois Reads: Gandhi		
Grade level (interest)	4 th	Reading Grade level	7 th Grade (According to Fry Graph Readability Formula)
Lexile Level	880L	Guided Reading level	4 th -5 th Grade
A. Purpose for Instruction/ Essential Questions	<ul style="list-style-type: none"> • What kind of impact did Gandhi make on India and on the world? • Are the lessons we learned from Gandhi still valuable in our world today? 		

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

CCSS ELA Standards	<p>CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time</p>
---------------------------	--

lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

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

1. I will ask questions about the text.
2. I will sequence the events in the book to better understand the overall structure.
3. I will make connections between pictures and words used in the text.
4. I will identify the main ideas of the text.
5. I will make inferences about what the author is trying to say by reading the text closely.
6. I will develop a deeper meaning of the text as I read.

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

Lesson 1: **Questioning**, Text Section: *Gandhi*, whole book

Lesson 2: **Sequencing**, Text Section: *Gandhi*, whole book

Lesson 3: **Visualizing Connections**, Text Section: *Gandhi*, pages 3, 5, 7, 11, 16, 19, 26, 28, 29, 34

Lesson 4: **Recognizing Main Idea**, Text Section: *Gandhi*, 5 sections: p. 1-8, 9-14, 15-22, 23-28, 29-34

Lesson 5: **Inferring**, Text Section: *Gandhi*, whole book

Lesson 6: **Synthesizing**, Text Section: *Gandhi*, whole book

Academic Language to be supported at word, syntax and discourse levels	Tier 1: taxes, law, stride, march
Vocabulary Tier 2 Words	Tier 2: garment, brew, marshy, outcasts
Tier 3 Words	Tier 3: <i>Ragu-pati Raag-av Raaja Raam</i> , Untouchables, Arabian Sea

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

E. Instructional Supports

Research Based Strategies	Lesson 1: Questioning Lesson 2: Sequencing Lesson 3: Visualizing Connections Lesson 4: Recognizing Main Idea Lesson 5: Inferring Lesson 6: Synthesizing
----------------------------------	--

PowerPoint Strategies	<ul style="list-style-type: none"> • T-Charts/Tables • Animations • Pictures from the text • Bulls eye • Snowball image
------------------------------	--

F. Assessment (Align to Section B)

<p>Formative</p>	<ul style="list-style-type: none"> • Think, Pair, Share • Hand Signals (thumbs up, down, sideways) • Oral Questioning • Word Sort • Index Card – Periodically distribute index cards and ask students to write on both sides. Side 1 – Summary statement of a big idea that you learned today. Side 2 – What is a question that you still have? • 3-2-1 – Write 3 questions about the text (unfamiliar words, confusing sentences or ideas), 2 predictions based on the text (what will happen next), 1 connection based on the text (connect to something you know or have experienced) • Fill in Your Thoughts – Written check for understanding strategy where students fill the blank 	
<p>Summative</p>	<p>Students will choose another famous march in history. Students will read a book about that march and apply these six reading strategies on their own (inferring, sequencing, synthesizing, questioning, visualizing connections, and recognizing the main idea). After reading, students will create a presentation of their choice (PowerPoint, poster, etc.) about the march that they chose. In this presentation, students will explain the importance of the march in history and how it is similar to or different than Gandhi’s Salt March. At the end, students will present their projects to their parents during an Open House Literacy Night.</p>	

Procedure Lesson One PowerPoint Slide 2	Lesson #1: <ul style="list-style-type: none">• Begin the lesson with instruction on questioning, specifically thick vs. thin questions (<i>Strategies That Work</i> p. 115). Ask students to brainstorm any questions that they wonder about in their daily lives. These questions can be as silly as they want. Encourage students to think of questions that don't have a single answer. Make a list of these questions on the board, and then categorize them as "thick" or "thin."• Give students an example of a thin and thick question about <i>Gandhi: A March to the Sea</i> (see slide in PowerPoint). Students will work individually to come up with three "thin" questions about the text and three "thick" questions about the text.• Students will share their questions with a partner. Between these six questions, each pair will choose their top thin question and top thick question. As this PowerPoint is projected onto a white board, each pair will come up to the whiteboard and write their questions in the appropriate column in the table.• Then, either as a class or in small groups, students can work together to come up with possible answers to the thin and thick questions that everyone came up with and wrote in the table.
--	--

Procedure Lesson Two PowerPoint Slide 3	Lesson #2: <ul style="list-style-type: none">• Begin the lesson with a review on sequencing. This is the strategy of putting events that occur in a text in chronological order.• Introduce the Book Bits Strategy. Each student will receive a small baggie with slips of paper that have 15 different events from <i>Gandhi: A March to the Sea</i> (see these statements in the PowerPoint).• Students will work in pairs to put the 15 slips of paper in order and put the story in the correct sequence.• Then, each pair will be assigned a number. One student from each pair will come up to the board and tape that number slip to the correct box. For example, if one pair is assigned the number 7, the pair will look at how they arranged the 15 slips, find the slip they placed in the 7th position, and tape that slip onto the 7th box on the board.• After all 15 boxes have slips of paper taped onto them, the teacher will keep clicking the mouse until all of the correct answers show up in each box. This is a way for students to check whether or not they correctly sequenced the story using the Book Bits strategy.
--	--

<p>Procedure Lesson Three</p> <p>PowerPoint Slide 4</p>	<p>Lesson #3:</p> <ul style="list-style-type: none">• Begin the lesson with instruction on visualizing connections (inspired by <i>Strategies That Work</i> p. 134-136). This is the strategy of making connections between the words in the text and the pictures.• Model how to do this. Choose a picture in <i>Gandhi: A March to the Sea</i> (one that is <u>not</u> on the PowerPoint slide). Think aloud in front of the students and interpret what you see in the picture. Read the words on that page and make connections between the words that the author uses, and how those words are depicted in the illustration.• Students will be divided into small groups, and each group will be assigned an image from one of the following pages in <i>Gandhi: A March to the Sea</i>: pages 3, 5, 7, 11, 16, 19, 26, 28, 29, 34. Using the passages that correspond with that picture, students will make connections between key words that the author uses in the text and the illustration.• Students will be divided into two teams. The “Visualizing Connections” activity in the PowerPoint can be played as a game. As each picture shows up on the screen, students will discuss with their team and determine which words in the word bank at the bottom of the slide correspond with that picture. The first team to raise their hands and match the correct words to the picture gets a point.• Answer Key (pictures from left to right):<ul style="list-style-type: none">○ Picture 1: British officers○ Picture 2: Turbaned dancers○ Picture 3: Speaks out, sits high○ Picture 4: Writing letters○ Picture 5: Dusty roads, sandaled feet○ Picture 6: Untouchables’ well, draws water○ Picture 7: Gandhi bathes, rough, warm waves○ Picture 8: Eager hearts, send stories, journalists ready○ Picture 9: Scoops up, thin fingers, salty, sandy mud○ Picture 10: Each voice raised, freedom
---	---

**Procedure
Lesson Four**

**PowerPoint
Slide 5**

Lesson #4:

- Begin the lesson with instruction on **recognizing main idea**, specifically the difference between main ideas and details (*Strategies That Work* p. 166-169, 173-176).
- Do the Bulls Eye activity in the PowerPoint. Label the first statement as a class as either a main idea or a detail.
- Students can come up to the board and write the number of the statement in the corresponding circle. For example, the first statement is a detail so a student would write “1” somewhere inside of the blue “details” circle.
- Answer Key:
 - Key Details:
 - There were over 70 marchers at the start of the march.
 - The marchers wore sandals and the roads were dusty.
 - The villagers felt disgust and fear in the Untouchables’ town.
 - Gandhi bathed in the Arabian Sea.
 - Gandhi picked up the salty, sandy mud.
 - Main Ideas:
 - Mohandas Gandhi was the leader of the march.
 - Indians gained freedom from the British through peaceful protests.
 - The British imposed unfair taxes and laws against the Indians.
 - Gandhi united different religions in India for the fight for freedom.
 - All around India, people began to use the salt from the Arabian Sea.
- Divide up *Gandhi: A March to the Sea* into five sections p. 1-8, 9-14, p. 15-22, p. 23-28, p. 29-34.
- Divide students into five groups and assign one section to each group. In small groups, students will find the main ideas and key details in their section of the book.
- Students will share the main ideas and key details they found in their section with the rest of the class.

Procedure Lesson Five PowerPoint Slide 6	Lesson #5: <ul style="list-style-type: none">• Begin the lesson with instruction on inferring (<i>Strategies That Work</i> p. 138-142). This is the strategy of making conclusions about the text that are not directly stated by the author. The reader uses the clues in the text to figure out the underlying message the author is trying to convey.• As a class, go over the making inferences table in the PowerPoint. The first example is provided. For the second example, students will come up with the answer for the third box. For the third example, students will come up with the answer to the second and third box (gradual release of control).• Pick out significant phrases and sentences from <i>Gandhi: A March to the Sea</i> and type them on slips of paper. Put these slips of paper into a hat. Each student will choose a slip from the hat and make an inference about that sentence or phrase and support their inference by using examples within the text.• Then, each student will receive three post-it notes, fill one out for each column of the graphic organizer, and come up to the board and stick their post-its in the corresponding columns.• As a class, go over each person's quote, inference, and reasoning.
---	---

Procedure Lesson Six PowerPoint Slide 7	Lesson #6: <ul style="list-style-type: none">• Begin the lesson with instruction on synthesizing (<i>Strategies That Work</i> p. 183-184, 192-195). Synthesizing means that, as students read a text and learn new information, they put together all of the pieces (background knowledge, illustrations, information previously stated in the text, new information, etc.) and develop a deeper understanding of the text.• Model this strategy to the students with the first four pages of <i>Gandhi: A March to the Sea</i>. As you read, think aloud to the students and demonstrate how you are synthesizing the words you read and pictures you see in the book. Also, model how you would take notes about your thinking.• As the students read the book individually, they will fill out a graphic organizer like the one in the PowerPoint. When they reach certain pages as checkpoints, they will write down their thoughts about what they are learning and connections they are making.• After each student fills out their own table, the whole class will fill out the table in the PowerPoint together by sharing ideas. Students can take turns coming up to the board and filling in the table using their own notes.
--	---

Plans for Formative and Summative Assessment linked to standards and learning outcomes (Objectives)	<p>1. I will ask questions about the text. Assessment: Students will pose both thick and thin questions about the text (T-Chart/Table).</p> <p>2. I will sequence the events in the book to better understand the overall structure. Assessment: Students will sequence the events in the book (Book Bits Strategy).</p> <p>3. I will make connections between pictures and words used in the text. Assessment: Students will match words from the text with an illustration from the book (Matching).</p> <p>4. I will identify the main ideas of the text. Assessment: Students will differentiate the main ideas of the text from the details (Bulls Eye Organizer).</p> <p>5. I will make inferences about what the author is trying to say by reading the text closely. Assessment: Students will use quotes from the book, make an inference about what the author is trying to say, and explain what they read in the text that led them to this inference (T-Chart/Table).</p> <p>6. I will develop a deeper meaning of the text as I read. Assessment: Students will pause periodically while reading and evaluate how their thinking and understanding has grown (T-Chart/Table).</p>
--	---