

S18 Template for Illinois Reads Curriculum Plan Overview CIEP 329
Illinois Reads Books

Submitted by	Angelica Barylłowicz		
Title of Book	The Matchstick Castle		
Title of Unit	Illinois Reads Book: The Matchstick Castle by Keir Graff		
Grade level (interest)	5 th grade	Reading Grade level	Level 5
Lexile Level	790L	Guided Reading level	O-P
A. Purpose for Instruction/ Essential Questions/ Theme	<p><u>Purpose:</u> The lesson that I will be teaching will focus on students who are at upper elementary levels (4-6). The purpose of this unit is to have students identify what key story elements are within <i>The Matchstick Castle</i>. What this will entail will be students building their knowledge of identifying characteristics of the main characters in the book and what their differences are. They will also practice identifying words that can describe how characters are feeling or how words can describe the setting within the book. Finally, the students will be able to identify the problem, cause/effect, and solution throughout the book. Strategies that students will be using are activating background knowledge, comprehension, synthesizing, and visualizing. Being able to identify key elements is something that is important not only in reading but using these skills of being able to identify details in readings is something that they can use outside of the classroom as well. The essential questions listed below will be able to engage the students inside and outside of the classroom.</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does identifying story elements help me as a reader? • How does the author use compare/contrast to help readers understand characters? • How do descriptive words help the reader understand the setting and characteristics of a character? 		

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

CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons	<p>1. <u>CCSS.ELA-LITERACY.RL.4.3</u>- 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. <u>CCSS.ELA-LITERACY.RL.5.4</u>- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>3. <u>CCSS.ELA-LITERACY.RL.5.3</u>- 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).</p>
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4. CCSS.ELA-LITERACY.RI.5.5- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Objective 1: Students will be able to predict certain elements from the story before beginning reading.

Objective 2: Students will be able to use selected words from the text to recognize the difference between a fun and horrible summer.

Objective 3: Students will be able to recognize the similarities and differences between the two main characters as they move throughout the story.

Objective 4: Students will be able to identify the problem, solution, and cause/effect in certain portions from different portions of the text.

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

Lesson 1: Before the story predictions about characters, setting, problem, and solutions (Before the book)

Lesson 2: Fun vs. Horrible Summer vocabulary activity (Ch. 1-5 → pg. 1-28)

Lesson 3: Compare and Contrast Nora and Brian's Characteristics (Ch. 2 → 12-17, Ch. 4 → pg. 29-38, Ch. 6 → 50-58, Ch. 18 → 158-167, Ch. 26 → 233-244)

Lesson 4: Identifying the problem, solution, and cause/effect of a portion of the story (Ch. 24-29 → pg. 213-276)

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

Academic Language: Tier 2 Words

- Boring
- Exciting
- Danger
- Adventure

Vocabulary Tier 2 Words

Academic Language: Tier 3 Words

- Demolition
- Negotiation
- Bureaucrat

Tier 3 Words	<ul style="list-style-type: none"> Protest
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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	

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	<p><u>Lesson 1: Activating Background Knowledge</u></p> <ul style="list-style-type: none"> Using their background knowledge before beginning the text from <i>Strategies that Work Ch. 8</i> <p><u>Lesson 2: Visualizing</u></p> <ul style="list-style-type: none"> Using visually stimulating words to describe a setting or a character from <i>Strategies that Work Ch. 10</i> <p><u>Lesson 3: Comprehension</u></p> <ul style="list-style-type: none"> Identifying and understanding the differences between characters from <i>Strategies that Work Ch. 7</i> <p><u>Lesson 4: Synthesizing</u></p> <ul style="list-style-type: none"> Connecting the problems, cause/effect, and solution from the ending of the book from <i>Strategies that Work Ch. 12</i>
Smartboard Strategies	<p><u>Lesson 1: "Vocab-O-Gram"</u></p> <ul style="list-style-type: none"> Before beginning the story, students will use words selected from the book to guess what the characters, setting, problem, actions, and solution is. <p><u>Lesson 2: Two-column vocabulary sort</u></p> <ul style="list-style-type: none"> Students will sort descriptive vocabulary words describing what a fun summer vs. a horrible summer in the book would look like. <p><u>Lesson 3: Character Compare and Contrast</u></p> <ul style="list-style-type: none"> Students will compare and contrast the main character's characteristics between one another. <p><u>Lesson 4: Problem and Solution Sort</u></p>

- Students will identify the problem, cause/effect, and solution from events at the end of the book.

F. Assessment

Formative	<ul style="list-style-type: none"> • Students will complete the “Vocab-O-Gram” activity sheet in partnerships or individually before sharing out their answers as a whole group and before they participate in the whole group Smartboard activity. • Students will find descriptive words of the setting and characters in the book or use their own summer experiences after they participate in the Smartboard activity as a whole group. • Students will complete a Venn Diagram in partners comparing and contrasting the main characters in the book before participating in the whole group Smartboard activity. • Students will be given a problem, cause/effect, and solution activity sheet where they may sort the events of the end of the book based off of whether they are a problem, cause/effect, or solution. • The teacher will check for the student’s understanding of the essential questions and the reading strategies through observations and one on one or whole group discussions with the students.
Summative	<p>Students will create a paragraph and a drawn image depicting one scene from the book that they found was the most important. After selecting a scene, they will use what they learned about story elements to identify the characters, setting, problems, cause/effect, and the solution in that scene. The students will then present their writing to the class and identify why they chose that particular scene from the book and the story elements within that section of the book.</p>

<p>Procedure: Lesson 1 Smartboard Pg. 2</p>	<p><u>CCSS.ELA-LITERACY.RL.4.3-</u> 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><u>Objective:</u> Students will be able to predict certain elements from the story before beginning reading.</p> <p><u>Materials:</u> Smartboard, Smartboard activity 1, and student handouts of the “Vocab-O-Gram”.</p> <p><u>Procedure:</u></p> <ol style="list-style-type: none"> 1. Before beginning the book and Smartboard activity, the teacher will hand out the “Vocab-O-Gram” activity sheet to each student present in the classroom. 2. The teacher will introduce the book that the students will be reading. They will summarize the book to the students but not reveal too much so the students may fill out their “Vocab-O-Gram” activity sheets themselves. 3. The teacher will then explain the activity to the class. The students will look at the words listed at the
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top of the activity sheet and place the words under the different categories. The categories include setting, characters, actions, problems, and solutions.

4. The teacher will give students 20 minutes to complete the activity sheet either in partnerships or individually. The teacher will circulate the room to make sure the group is staying on track and answer any questions.
5. Once the students have completed their activity sheets, the teacher will pull up the Smartboard activity on the board and invite the groups or individual students to use their answers and move the words under the appropriate categories.
6. When the students move their words, they will explain to the class why they thought that the word they chose belonged under that category. This will continue till all of the words are moved under each category.
7. Once all of the words are moved, the teacher will go over each of the words and categories and explain to the students why the word belongs there. While the teacher is going over the answers, the students should be correcting their work.
8. The teacher will then ask the students one of the essential questions, "How does identifying story elements help me as a reader?" The group will have a short discussion as to why this activity was important to complete before starting the book and why story elements are important to identify.
9. The teacher will then collect all of the activity sheets for completion points.

**Procedure:
Lesson 2**

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.

**Smartboard Pg.
3**

Objective: Students will be able to use selected words from the text to recognize the difference between a fun and horrible summer.

Materials: Smartboard, Smartboard activity 2, and handouts of a two-column chart.

Procedure:

1. Students would have read Ch. 1-5 prior to this lesson.
2. Before beginning the activity, the teacher will hand out the two-column charts to students.
3. The lesson will begin by the teacher writing the third essential question on the board, "How do descriptive words help the reader understand the setting and characteristics of a character?" Once the activity is completed, the students will revisit this question at the very end.
4. The teacher will then explain that the first few chapters were meant to show how Brian was feeling about being at his aunt and uncle's house and to set the scene and mood for what it is like being in Boring, IL. They will then ask the students to put themselves in Brian's shoes and to think about what

a fun summer would be to them as well as a horrible summer.

5. The teacher will have selected words ahead of the lesson that are descriptive words of what a fun summer to Brian looks like and what a horrible summer looks like.
6. The teacher will then have students come up to the board and sort the words by fun summer words and horrible summer words according to the main character Brian.
7. After completing the Smartboard activity, the teacher will have the students work in partnerships to find other words within the chapters that describe the setting of Boring, IL and how Brian feels about being there.
8. The teacher will also encourage the students to use their own experiences of what a fun and horrible summer is to them to place in their two-column chart.
9. The students will be given 20 minutes to complete this activity. During this time, the teacher will walk around the room to monitor the students to make sure that they are staying on task and answer any questions.
10. Once the students have completed their work, the teacher will have them share their answers aloud as a partnership and add to their list on the Smartboard activity if the teacher had missed some words from the chapters. They will explain why they chose their words from the book or from their own experiences to back their reasoning.
11. At the very end of the lesson, the teacher will revisit the question on the board and ask the students why having descriptive words to describe a setting or characters emotions is important. This will be a whole group discussion for the students to reflect on the activity.
12. The teacher will then collect the student's charts for completion points.

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).

Objective: Students will be able to recognize the similarities and differences between the two main characters as they move throughout the story.

**Procedure:
Lesson 3**

Materials: Smartboard, Smartboard activity 3, and a Venn Diagram handout.

**Smartboard Pg.
4**

Procedure:

1. This is a closing of the book activity. Students would have read multiple chapters of the book, however, focusing on chapters 2, 4, 6, 18, and 26.
2. Before beginning the activity, the teacher will hand out the Venn Diagram activity sheets to the students.
3. The teacher will begin by explaining how characters can change from the events that they go through

in stories. They will then write the second essential question on the board for the students, "How does the author use compare/contrast to help readers understand characters?" This question will remain unanswered till the very end of the activity.

4. The teacher will pull up the third Smartboard activity and instruct the students that they will be comparing and contrasting the main characters, Brian and Nora. A focus that the teacher will want their students to keep in mind is how both characters were different at the beginning of the book from one another and how greatly they have changed.
5. The students will participate in the Smartboard activity. They will sort the words that the teacher selected from the book in the Venn Diagram on the board.
6. After the whole group Smartboard activity, the students will work with their partners to find words that describe the characters individually and then what makes them similar.
7. The teacher will give the students 20 minutes to complete this activity. During this time, the teacher will walk around the room to make sure the students are staying on track and answering questions about the activity.
8. Once the students have completed their Venn Diagram's, they will share and add to the Venn Diagram on the Smartboard. As they add more words, they will explain why they chose those characteristics about the main characters.
9. Once the activity as a whole is complete, the teacher will revisit the essential question on the board. The teacher will allow a whole group discussion and allow students to answer why it is important that the author uses compare and contrast in a story between characters.
10. The teacher will then collect the student's Venn Diagram's for a completion grade.

CCSS.ELA-LITERACY.RI.5.5-

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Objective: Students will be able to identify the problem, solution, and cause/effect in certain portions from certain portions of the texts

**Procedure:
Lesson 4**

Materials: Smartboard, Smartboard activity 4, and problem, cause/effect, and solution worksheet.

**Smartboard Pg.
5**

Procedure:

1. This activity is meant for the very end of the book. The students will have read chapters 24-29.
2. The teacher will hand out the problem, cause/effect, and solution activity sheet to each of the students.
3. Students will be instructed to work on this particular activity sheet individually. Before beginning, the class will review what problem, cause/effect, and solution are.

4. The teacher will tell the class to remember the events of the end of the book while completing the problem, cause/effect, and solution activity sheet. This activity sheet will focus on the ending events of the book specifically.
5. The teacher will give the students 20 minutes to complete the activity sheet. As the students are working, the teacher will walk around the room to make sure students are staying on track and answer any questions they might have.
6. The class will come back together after the 20 minutes of work time are completed.
7. The teacher will pull up Smartboard activity 4.
8. The students will have the opportunity to use their answers to answer the same questions that are listed on the Smartboard. When they answer the question, they will explain how they received that answer.
9. As a whole group, once they have completed the Smartboard activity, they will once again review the differences between problem, cause/effect, and the solution.
10. The teacher will then collect the activity sheets at the very end of the activity as a completion grade.

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