

S18 Template for Illinois Reads Final Curriculum CIEP 329
 Illinois Reads Books

Title of Book	<i>Penelope March is Melting</i>		
Grade level (interest)	4th	Reading Grade level	3 rd -5th
Lexile Level	740L	Guided Reading level	X
A. Purpose for Instruction/ Essential Questions/ Theme	<p>The purpose of this unit is to help students get a deeper understanding of this book through a series of activities that are correlated with common core standards. Students will use questioning as a way to form a deeper understanding of the story. In addition, students will assess and discuss the different points of view in the story. This will help students to understand the story more clearly along with forming a deeper connection to the text. Students will make connections between the actions these characters take and how this connects to the story. Finally, students will get the opportunity to write their own opinion pieces about the story. They will work on using textual evidence to support their opinions. Overall, these activities all help students to understand the book in greater depth by asking questions, analyzing viewpoints, analyzing character traits, and using textual evidence to support their view points.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) How does asking and answering questions help us to form a deeper understanding of the text? 2) How does analyzing different viewpoints help us to understand the text on a deeper level? 3) How does analyzing character quotes help us to better understand a character? 4) How does using textual evidence to support an opinion make an opinion stronger? 		

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	<ol style="list-style-type: none"> 1) <u>CCSS.ELA-LITERACY.RL.4.2</u> Determine a theme of a story, drama, or poem from details in the text; summarize the text. 2) <u>CCSS.ELA-LITERACY.RL.4.6</u> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 3) <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). 4) <u>CCSS.ELA-LITERACY.W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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C. Student Learning Outcomes – Targeted unit goals

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

- 1) Students will analyze character’s viewpoints and traits in order to understand the story on a deeper level.
- 2) Students will form opinions on the text and use textual evidence to support their ideas.

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

Lesson 1: We will use pages 1-12.

Lesson 2: We will use pages 59-65.

Lesson 3: We will use pages 165-176.

Lesson 4: We will use pages 271-282.

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

- Conspiratorially
- Pancreatitis
- Amused
- Shard
- Submarine
- Glacier
- Fortune Telling
- Claustrophobia

**Vocabulary
Tier 2 Words
Tier 3 Words**

Bloom’s Levels Addressed: (Check all that apply)

- Remembering
- Understanding
- Applying

- Analyzing
- Evaluating
- Creating

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	List the strategies that you plan to emphasize: 1) Questioning 2) Visualizing 3) Connecting 4) Synthesizing
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Brainstorming for Lessons

Interactive activities for each lesson	<p>Lesson One: Students will be categorizing sample words from the text by predicting how these words correspond to the story structure through the use of a vocab-o-gram. This will be completed as a class through a Smartboard activity.</p> <p>Lesson Two: Students will compare and contrast character perspectives on a specific event through a triple Venn diagram activity on the Smartboard. This will be completed as a class through a Smartboard activity.</p> <p>Lesson Three: Students will analyze character quotes to demonstrate understanding of a character's feelings. We will model this activity as a class to demonstrate strong and weak examples of quotes through a Smartboard activity.</p> <p>Lesson Four: Students will order the events that occur in this chapter through an interactive smartboard activity. This will help students to review the big events that happen in this chapter and prepare for the summative assessment.</p>
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Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials

<p>Objective:</p> <p>Procedure Lesson One:</p>	<p>This lesson corresponds with Chapter One, pages 1-12.</p> <p>Students will categorize sample words from a text by predicting how these words correspond to story structure through a vocab-o-gram.</p> <p>Lesson Development:</p> <ol style="list-style-type: none">1) Introduce the story to students.2) Before reading the story, as a whole class, use the attached smartboard activity to categorize words to predict story structure.3) Students will get the opportunity to turn and talk with a partner about where they think some of the words should go and why.4) Students will make predictions about what they think this story will be about using the vocabulary words they are given.5) Students will participate and move the words into the categories they believe the words belong in. The words are infinitely cloned, so a word can be used more than once.6) After students have categorized all of the words, they will read the chapter independently.7) Students will then work independently to write, "I can confirm because... I am questioning because... and I am predicting because..."8) They will be required to use textual evidence in order to fill in this section.9) Students can turn this sheet in after it is completed to be used as a form of informal assessment to check for understanding. <p>Smartboard Instructions:</p> <ol style="list-style-type: none">1) Read the categories for students and explain which kinds of words will go in each category.2) Begin by modeling one or two examples.3) The words are infinitely cloned, so they can be used multiple times. This will prevent any disagreements among students about where certain words belong.4) Allow students to drag the words into the categories that they think are most appropriate for each word.5) Prompt students to give examples about why they want to place the words in particular places.6) After students have categorized all of the words and have nothing more to add, leave this sheet up as they read independently.
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Technology
pages:

Vocab-o-gram

Use vocabulary to make predictions about...

Penelope Melting Ore9n Miles Battle
Ice Carving Cold Stop the melting Ice House Handcuffed Glacier Cove
Submarine Makara Nyx Struggle

Setting
What will the setting be like?

Problem or Goal
What might it be?

Characters
Any ideas about the characters? Who are they?

The Actions
What might happen?

The Resolution
How might it end?



This lesson corresponds with Chapter 8, pages 59-64.

Objective: Students will compare and contrast three characters points of view on the news of Makara Nyx and the glacier melting by using a triple Venn diagram.

Procedure Lesson Development:

Lesson

Two:

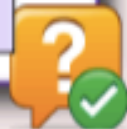
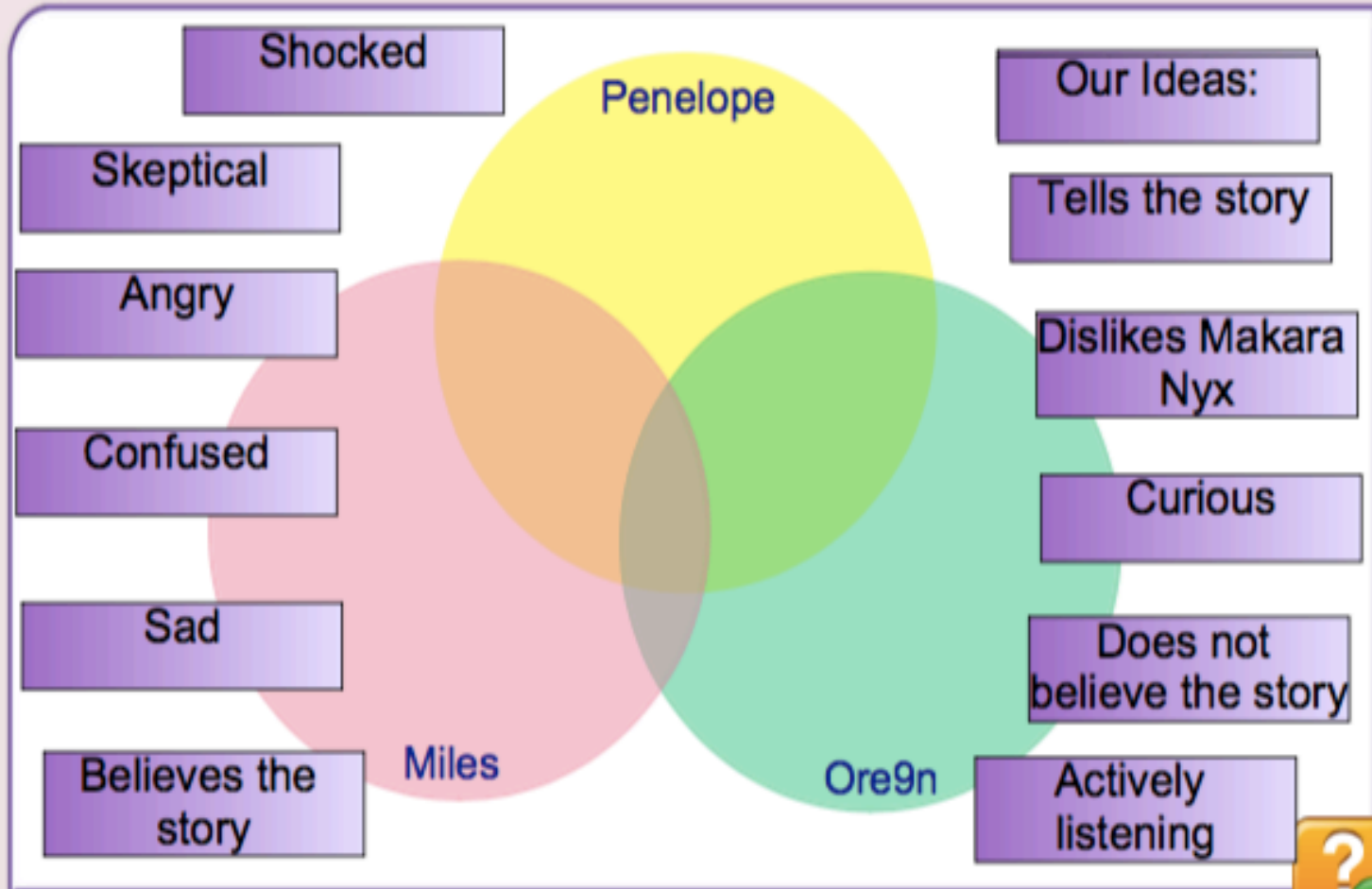
- 1) Begin this lesson by allowing students to share any thoughts that they have about what is occurring in the book.
- 2) Guide students to begin analyzing the big event that occurs in this chapter (Ore9n telling Miles and Penelope about Makara Nyx and the glacier melting).
- 3) Begin to guide students to discuss the different reactions and emotions that each of these three characters are experiencing.
- 4) As a class, use the Smartboard triple Venn diagram page to categorize different emotions and feelings that these characters have towards the news of the glacier melting and Makara Nyx.
- 5) The words are infinitely cloned so they can be used multiple times.
- 6) Allow students to create their own ideas about how they think a specific character was feeling.
- 7) Guide students to use language such as *similarities, differences, compared to, contrasting with, etc.*
- 8) After this activity is completed on the Smartboard as a whole class, introduce the next activity to the class.
- 9) Students will be broken into smaller discussion groups. Try to break students into groups of four. The groups should be predetermined in order to ensure that students will work best.
- 10) Students will use textual evidence to compare and contrast how each character feels about the event. Students will discuss how they feel about this event and whether or not they personally agree or disagree with Ore9n's news.
- 11) They will need to explain all their answers using textual evidence.
- 12) It is important to emphasize using textual evidence. Without textual evidence, their arguments and ideas hold no support behind them.
- 13) During this time, you will walk around and monitor student discussions. Make sure to sit in and listen to conversations in order to check for understanding.

Smartboard Instructions

- 1) Begin by asking students where they think the given words belong.
- 2) The words are infinitely cloned so they can be used multiple times in order to avoid any disagreements.
- 3) After students have placed all of the given words into a part of the Venn diagram, ask students what other words or short phrases they think should be included.
- 4) You can type these ideas by selecting the *Our ideas:* label. You can double click and type directly into that label.



Complete the venn diagram.



This lesson corresponds with Chapters 24 and 25, pages 165-176.

Objective:

Students will analyze different characters and describe the feelings of the characters using textual evidence.

**Procedure
Lesson
Three:**

- 1) This lesson will begin by having students discuss the big event that has just occurred in this section of the book.
- 2) Guide students to discuss the actions that different characters take throughout this section.
- 3) After students have had a chance to discuss the big event that just occurred and any other feelings that they are having about the story so far, you will then begin using the Smartboard activity to model what students will be doing independently.
- 4) Begin by modeling with a section of the book that students will not be using.
- 5) I have pulled quotes that describe Miles's feelings about Penelope going on the mission to stop Makara Nyx and get the shard back. This is chapter 23 so this event will still be fresh in students minds.
- 6) Some of these examples will be categorized as strong examples and some of them will be categorized as weak examples. This is to demonstrate to students the types of quotes that students should look for when working on this on independently.
- 7) Ask students to categorize the selected quotes on the board as strong or weak examples of Miles' feelings about Penelope going on this mission.
- 8) Ask students what these quotes say about this particular character.
- 9) Prompt students to explain why they think these examples are either strong or weak.
- 10) Clearly introduce the next task to students.
- 11) Students will choose any character from this section. They will select quotes that describe this character's feelings with regards to a specific event from this section of the book.
- 12) They will write the name of the character that they are analyzing along with the event that they are analyzing at the top of their paper.
- 13) Students will be analyzing their character's feelings that are occurring.
- 14) These will be character quotes and not author quotes. This means that it is specifically things that characters are saying, not things that the author says about the character.
- 15) During this time, you will walk around and monitor students as they are working.
- 16) You can help any students who are struggling and you can also check in with students to push them to go deeper with their answers.

Smartboard Instructions:

- 1) Each quote needs to be categorized in either the strong examples or the weak examples.
- 2) Students will be analyzing Miles' feelings about Penelope going on the mission (this occurs in chapter 23 which is right before the section we are analyzing for this lesson).

- 3) The strong examples include, “As your brother on Earth, I am begging you Penelope. Please don’t go.”, “Fine. I’ll tell Dad”, and “The whole thing makes no sense.”
- 4) The weak examples include, “We don’t know what’s out there.”, “What was that?”, and “They’re not submerging for like twenty-two hours.”
- 5) Each quote can simply be dragged to one side or the other. Make sure students can clearly understand what makes a strong quote and what makes a weak quote.

Character Quotes

Pull quotes to describe a character's feelings about the event.

Miles feelings about Penelope going on the mission.

Strong Examples	Weak Examples



"The whole thing makes no sense."

"We don't know what's out there."

"As your brother on Earth, I am begging you Penelope. Please don't go."

"What was that?"

"Fine I'll tell Dad."



"They're not submerging for like twenty-two hours."

<p>Objective:</p> <p>Procedure Lesson Four:</p>	<p>This lesson corresponds to Chapter 39 and 40, pages 271-282</p> <p>Students will analyze the events that occur, choose a character’s point of view, and support or refute this character’s actions using textual evidence.</p> <p>Lesson Development:</p> <ol style="list-style-type: none">1) Begin by discussing the events that occur in this section of the book.2) Allow students to discuss their thoughts thoroughly as this is a big event that occurs in the book.3) After students have thoroughly discussed the events, use the Smartboard notebook page.4) Ask students to first take a moment to read through the different events. Inform them that the events are not in proper sequential order.5) After students have a moment to read all of the events independently, ask them to think about which event occurs first.6) Then students can turn and talk with a partner about their thoughts.7) Begin to ask students to share their ideas about the ordering of these events from this section of the book.8) Students can come to the board and move the events around until they have worked together to put the events in place accurately.9) Guide this activity by prompting students to answer why they think a specific event happened either before or after another.10) After students have successfully completed this activity, introduce them to the final task that they will work on with regards to this book.11) Tell students that they will be analyzing the different points of view of each character and the actions that they take.12) Students will choose a specific character’s action from this section of the book.13) For example, Makara Nyx pretending to be Penelope’s Mother. They will then write about whether they agree or disagree with this character’s actions. They will need to pull evidence from the text to support or refute this character’s actions.14) <i>For example, I think that it was harsh of Makara Nyx to pretend to be Penelope’s mother because Penelope had not seen her mother in so long and this clearly upset her.</i> This activity is adapted from Doug Buehl’s textbook.15) Students will be required to use three to four supporting facts from the story in order to make their argument strong.16) Students will analyze two different actions taken by two different character’s. This means students are required to write two paragraphs.
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- 17) This will be collected as a form of summative assessment.
- 18) While students are working on this final task, you should walk around and monitor their work and answer any questions.
- 19) It is helpful to post the requirements for this task on the Smartboard so students can refer to the board if they need any further clarification.
- 20) After students have completed this task, have them turn it in to you so you can use it as the summative assessment for this unit.

Smartboard Instructions:

- 1) The phrases are not currently in order.
- 2) Have students read the phrases and then work together to determine the proper sequencing of the events in this section of the book.
- 3) The proper order is:
 - A woman sits in a rocking chair.
 - Penelope meets her mother.
 - Penelope questions if the woman she is hugging is her mother.
 - Penelope and her mother try and bust down the door together.
 - Penelope and her mother try to climb through the tunnel together.
 - Penelope notices the shard on her mother's necklace.
 - Penelope pulls her hand away from her mother's.
 - Penelope asks her mother what her son's name is.
 - The woman glares at Penelope and then leaps into the air duct.
- 4) Students can simply drag the different events around until they find the order that makes the most sense sequentially.

Sequence the events in the order they happen in the chapter.

Penelope pulls her hand away from her mother's.

1. Penelope and her mother try and climb through the tunnel together.
2. Penelope and her mother try and bust the door down together.
3. The woman glares at Penelope and then leaps into the air duct.
4. Penelope asks her mother what her son's name is.
5. Penelope notices the shard on her mother's necklace.
6. Penelope questions if the woman she is hugging is her mother.
7. Penelope meets her Mother.
8. A woman sits in a rocking chair.
- 9.

Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)	<p>Formative Assessment: Formative assessment will take many forms throughout this unit. This will include the sheet from the first lesson. This can be used to monitor student understanding of the first chapter of this book. In addition, formative assessment will be focused heavily on student discussions. Throughout all of the lessons there is a form of discussion. In order to check for student understanding, you must pay attention to the conversations that are occurring within each lesson and within the small group discussions that students have. It is important to prompt students to go further with their responses which will help you to see the level of understanding that students have with the text. This will also include the character quotes sheet that students fill out during the third lesson. This sheet will help you to check for student understanding of perspectives.</p> <p>Summative Assessment: Students will select a specific character and an action that this character takes. They will be asked to write whether they support this character's actions or they refute this character's actions. Students will be required to find three to four supporting pieces of information from the text. Students will do this process twice. They will select two actions to analyze. Therefore, they will be writing two paragraphs. This will help you to have an understanding of how well students grasped perspectives and how well students understand using textual evidence. This summative assessment will help you to see how successful students were with this unit.</p>
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