

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

This is worth 5% of your course grade.

Title of Book	<i>Penelope March is Melting</i>		
Title of Unit	Heroes can come from anywhere, even an iceberg.		
Grade level (interest)	4th grade	Reading Grade level	4th grade
Lexile Level	740L	Guided Reading level	
A. Purpose for Instruction/ Essential Questions/ Theme	<p>The purpose of using this book when instructing fourth graders is that the book is not only age appropriate but it is a great way to teach about the plot structure diagram. The book has a very noticeable exposition where the readers are introduced to Glacier Cove and the characters. The rising action is where Penelope and Miles go on their quest to defeat Makara and go on the submarine. The climax is where they do defeat Makara. The falling action is when the submarine goes back to Glacier Cove. And the resolution is when Penelope and Miles return home and Penelope goes back to Ore9n's home and finds that Coral left Stella and is now living at the Ice House working for Ore9n and is an "Ice Princess" and eventually Penelope's father gives her a box that has everything he saved from their mother and ends the book telling her the story of Mrs. March.</p> <p>I also think the purpose of using this book when instructing fourth graders is that it is engaging, fun, and allows for them to use their imagination. One of my lessons will focus on the students imagining what it would be like if they lived in Glacier Cove and I think this will allow them not only to think about the climate of the North Pole, but also about how different Penelope's life is compared to their own.</p> <p>The essential questions in regards to <i>Penelope March is Melting</i> are:</p> <ul style="list-style-type: none"> • What does it take to be a hero? • What would you do to protect your family? • How do you know who to trust? <p>Essential Questions in regards to this unit:</p> <ul style="list-style-type: none"> • Students will be able to summarize <i>Penelope March is Melting</i>. • Students will be able to think about situations from multiple characters perspectives. <p>There are many themes that you can take away from <i>Penelope March is Melting</i> but the main one I would want my students to gain from this story is that anyone can be a hero, it just takes courage and determination. I feel as though many students can relate to Penelope thinking about how they are only ever going to read stories about heroes and never become one. While my students hopefully will</p>		

Lauren Crowe

	not be fighting monsters like Makara, they will be battling many other issues. Seeing how strong and confident Penelope becomes throughout the book even with all of the obstacles she faces might allow my students to find that confidence in themselves.
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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. CCSS.ELA-LITERACY.RL.4.3 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. CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. CCSS.ELA-LITERACY.RL.4.3 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>4. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
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D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson 1: Introduction to <i>Penelope March is Melting</i> (Chapter 1 p.1-13) Lesson 2: Development of plot and characters (Chapter 7-8 p. 50-64) Lesson 3: Climax of <i>Penelope March is Melting</i> (Chapter 39-40 p271-282). Lesson 4: Falling Action and Summary of book (Chapter 42-44 p.288-310)
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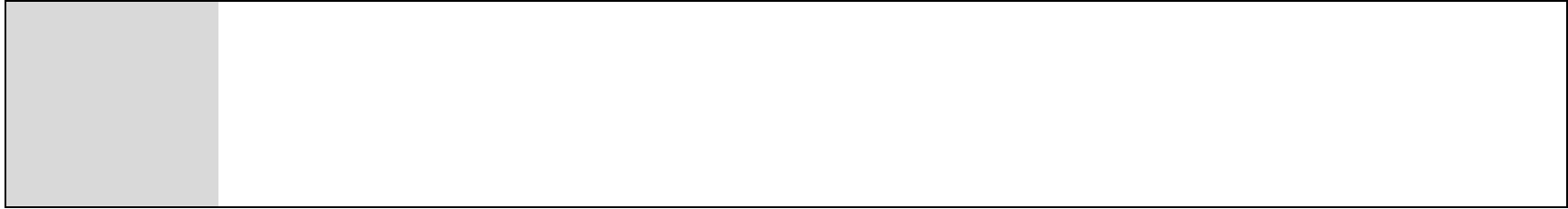
Academic Language to be supported at word, syntax and discourse levels	Academic Language: <ul style="list-style-type: none">• Metaphors, theme,
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Vocabulary Tier 2 Words Tier 3 Words	Vocabulary: Tier 2 Words (academic words that are general enough to be used across all domains but not a part of everyday social language) • Tier 3 Words (infrequent words tied closely to a specific topic or domain that is only necessary when a specific need in a lesson calls for it and have a limited use outside of their context area) •
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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	<input checked="" type="checkbox"/> Creating

E. Instructional Lessons

Research Based Strategies [Tied to STW & standards]	<p>List the strategies that you plan to emphasize:</p> <p>Instructional Practices for Teaching Comprehension</p> <ul style="list-style-type: none"> • <u>Thinking aloud</u>: By thinking aloud at early stages of the text, I am allowing my students to see my approach to reading a new story and discovering the details, the setting, the characters, and the other important information that our first two standards specifically focus on. • <u>Interactive read aloud</u>: An interactive read aloud builds on the thinking aloud strategies I want to include throughout my read aloud of <i>Penelope March is Melting</i>. • <u>Annotating text</u>: Depending on if my students' have access to their own individual text, this is a strategy we could use in the classroom. By modeling my own annotations first and showing the students a walk through with the first chapter, I would be able to scan through students' texts and see their annotations and make informally assess how they are comprehending the material and the text as a whole. • <u>Guided discussion and student conversation</u>: I want to make sure that all of my lessons incorporate guided discussions that center on student conversation. While it is important for me to model and facilitate the discussion, I want to help the students make meaningful connections and conversations that will help them move forward in future discussions. <p>Questioning:</p> <ul style="list-style-type: none"> • <u>Wonder Walls</u>: After the first lesson, students will jot down questions they have about the story and put them up there. Throughout the story, we will make sure to check the questions and gather ones that might be similar together on the Wonder Wall so we can see what is connected. Having every student write down a question that they have after going through the early exposition of the book is a good formative assessment because it allows me to see what ideas and topics they might be struggling with in the story or what they are interested in.
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Brainstorming for Lessons

Interactive activities for each lesson	<p>Lesson 1:</p> <ul style="list-style-type: none">○ Students will use the tool in the map to find Glacier Cove and where it is located in the world. We will then talk about how this particular setting might impact the story. Lots of breakdown activities to teach how setting can impact the characters.○ We will also be doing a Vocab-O-Gram in order to introduce words, and get the students thinking about the text. <p>Lesson 2:</p> <ul style="list-style-type: none">○ Our second lesson will help the students focus on developing the plot and the characters. At this point in chapters 7-8, 1/5 of the way through the story or 50 pages in. We have been introduced to Penelope and her brother Miles, the town of Glacier Cove, Ore9n and the Ice House, and we are about to learn about the sinister creature who wants to hurt Glacier Cove. <p>Lesson 3:</p> <ul style="list-style-type: none">○ Our third lesson will take place as we are reading chapters 39-40 which is the climax and the turning point of the story. While we are reading, I will make sure to be thinking aloud in order to show students how I am approaching this important part of the text. <p>Lesson 4:</p> <ul style="list-style-type: none">○ This lesson will be focused on the falling action of the book and summary. This takes place in chapters 42-44 after Penelope has defeated Makara Nyx and returned to Glacier Cove. I will make sure students are taking time during these last two chapters to turn and talk and reflect on the story so that they have time to make connections. After doing this lesson, I would have us all fill out the plot structure diagram together as a class on the Smart Board. I think there would be more creative activities to complete this rather than just filling them out.
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Plot Structure Diagram

TURNING POINT
(The point where the protagonist and antagonist face the climax for which the battle has been fought.)

Name _____

Date _____

Period _____

CHARACTERS* ①

Protagonist and Main Character(s)

Antagonist

SETTING*

Time

Place

②

③

④

⑤

⑥

⑦

⑧

⑨

*Character, Setting, Conflict and Moral Dilemma are the four main elements of a story. The protagonist is the main character who drives the story forward. The antagonist is the character who opposes the protagonist. The setting is the time and place in which the story takes place. The theme is the central idea or message of the story.

How to Determine the Theme

1. Act as if you are the author.
2. Fill out the Plot Structure Diagram (using the correct numbers).
3. Ask yourself, "What is the lesson the protagonist learned?"
4. Formulate that lesson so that it can be a universal statement that reads the story.

F. Assessment (Align to Section B) Brainstorm

Formative	Formative assessments for <i>Penelope March is Melting</i>
	<p>We will have multiple formative assessments throughout the unit regarding <i>Penelope March is Melting</i> so I can make sure that my students are comprehending the story in order to evaluate student learning.</p> <p>Lesson 1: Our formative assessment after the first lesson will include the "Wonder Walls". Having every student write down a question that they have after going through the early exposition of the book is a good formative assessment because it allows me to see what ideas and topics they might be struggling with in the story or what they are interested in.</p> <p>Lesson 2:</p> <p>Lesson 3:</p>
Summative	Final assessment for <i>Penelope March is Melting</i>
	<p>For our summative assignment regarding <i>Penelope March is Melting</i> I would want to make it an interactive and fun way to conclude our story and all of the time we have spent on it in class. This summative assessment will occur after the 4th lesson.</p> <p><i>Ideas:</i></p> <p>Readers Theatre- Students get in groups and write their own script</p>

Rewrite a chapter- Students will rewrite a chapter from the book from another character's perspective.



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Vocab-O-Gram

Vocab Words

Glacier Cove	Ice	Melting iceberg	Eating dream cookies
Penelope	Turnips	Ore9n	Makara Nyx
Submarine	Magic tricks	Miles	Fighting
			Ice House

The Setting

The Characters

The Problem or Goal

The Actions

Mystery Words

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Glacier Cove

Where does Penelope March live?

Color reveal 2

Example: The Three Little Pigs

Plot Diagram

Climax:

Rising Action: Pigs build their homes

Falling Action: Wolf runs off into the forest and leaves pigs alone

Resolution: Wolf blows down the houses of the first two pigs and they run to third house

Exposition: Background information: Mother wanting pigs to go out on their own; Incidents that build toward climax: Turning point, marks a change for the better or worse: Wolf tries to go down the brick chimney

Conclusion of the story: Point in story where conflict unravels; Wolf lands in pig's cauldron and gets burned

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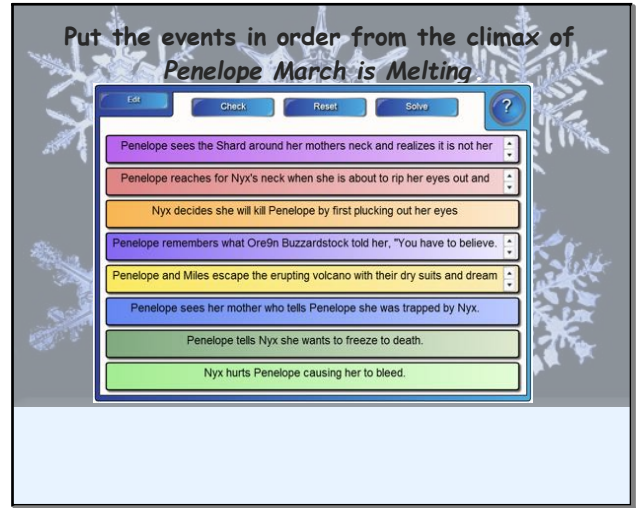


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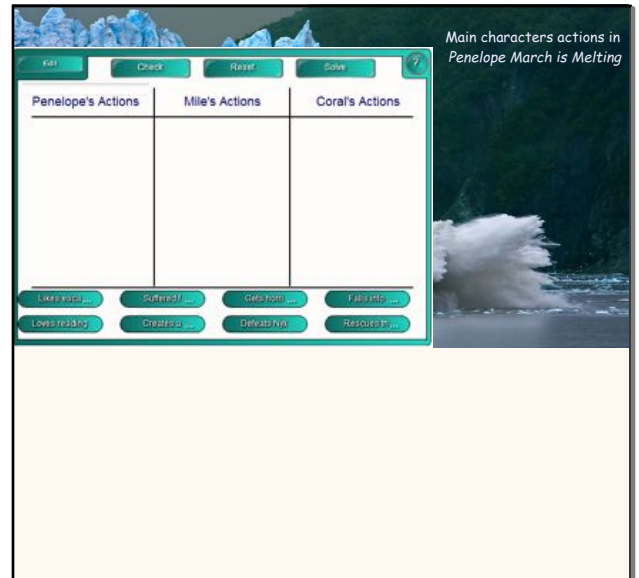
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Time line