

Illinois Reads Final Curriculum CIEP 329  
Illinois Reads Books

<b>Title of Book</b>	<i>Field Tripped</i> by Allan Woodrow		
<b>Title of Unit</b>	Language Arts		
<b>Grade level (interest)</b>	<b>5<sup>th</sup> Grade</b>	<b>Reading Grade level</b>	3 <sup>rd</sup> -7 <sup>th</sup> Grade
<b>Lexile Level</b>	<b>590LL</b>	<b>Guided Reading level</b>	5 <sup>th</sup> Grade
<b>Purpose for Instruction/ Essential Questions/ Theme</b>	<p>The purpose of this lesson is to guide students through a long chapter book by stopping and addressing important elements of the story. Some of the elements include speaker's point of view, character, setting, and theme of the story. This lesson plan focuses on comparing and contrasting different characters and making inferences based on events in the story.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How can the perspectives of a character change the meaning of the story?</li> <li>2. What are the different elements of a story and how do they influence the meaning of it?</li> </ol> <p>Themes: friendship, courage, overcoming challenges</p>		

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

<b>CCSS ELA Standards [Reading, Writing] 4 required, you may identify up to 6 if you are writing six lessons</b>	<p>1. CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator or speaker's point of view influences how events are described.</p> <p>2. CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, draw on specific details in the text (e.g., how characters interact).</p> <p>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.</p> <p>4. CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
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**C. Student Learning Outcomes – Targeted unit goals**

<p>At the end of this unit student will be able to state...</p> <ol style="list-style-type: none"> <li>1. I can differentiate characters based on descriptions, events, and settings.</li> </ol>
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2. I can compare and contrast characters experiences in the story based on their reaction and their dialogue.
3. I can take details from a text and explain who said it in the story, and why it is important.
4. I can take information that I know from the story and summarize it by giving it a theme.
5. I can combine story elements to summarize a book into a creative book review.

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

Lesson 1: pgs. 1-22  
Lesson 2: pgs. 92-111  
Lesson 3: pgs. 125-174  
Lesson 4: pgs. 220-260 (end)

<b>Academic Language</b>	<b>Tier 2 Words:</b> <ul style="list-style-type: none"><li>• Compare/Contrast</li><li>• Identify</li><li>• Evidence</li><li>• Major/minor</li></ul>
	<b>Tier 3 Words:</b> <ul style="list-style-type: none"><li>• Distinguish</li><li>• Quadrants</li></ul>

**Bloom’s Levels Addressed:** Remembering, Understanding, Creating, and Applying

**E. Instructional Lessons**

<b>Research Based Strategies [Tied to STW &amp; standards]</b>	List the strategies that you plan to emphasize: Lesson 1: Strategy Lessons: Thick and Thin Details Oral Response Options: Jig Saw Lesson 2: Connecting Text to Our Own Experiences Relating to Characters to Ourselves Lesson 3: Oral Response Options: Annotations Lesson 4: Retelling to Summarize Information
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Strategies drawn from:

Harvey, Stephanie & Anne Goudvis (2017). *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, 3<sup>rd</sup>. Ed. Portland, ME: Stenhouse. ISBN: 9781625310637

### Brainstorming for Lessons

#### Interactive activities for each lesson

Lesson 1:

- Students will describe the different point of view each student has in the book.
- Strategy Lessons: Thick and Thin Details, Oral Response Options: Jig Saw
- The teacher will model good and bad details that the different narrators use in the text in a jigsaw graphic organizer on the board.
- Students will have a paper copy of the jigsaw activity and add to their paper copy as they finish the book.
- Exit Slip: "Write about one character that you've met so far in the book?"

Lesson 2:

- Students will compare and contrast two of the students and how they interpreted situations in the story differently.
- Connecting Text to Our Own Experiences Relating to Characters to Ourselves
- Smart Board: Venn diagram with infinite cloner adjectives about characters.
- Students will have their own paper copy of a Venn diagram and they will follow along on the board.

Lesson 3:

- Students will draw details from a text and explain the significance.
- Oral Response Options: Annotations
- Students will be given a character to search for quotes and dialogue in the book (Buehl)

Lesson 4:

- Students will summarize the book by determining major and minor themes in the book.
- Retelling to Summarize Information
- Individually, the students will pull a theme that resonated with them the most and write a summary.
- Exit Slip: Theme with explanation

Summative Assessment: Book Review



**Lesson 1:**  
**Objective:** Students will describe the different point of view each student has in the book.

**Technology**  
**Pages: 1-2**

**Procedure:** After individually reading pages 1-22, students will gather in front of the smart board and the teacher will pull up the first 2 pages of the technology pages (see attached). The teacher will also pass out a Jig Saw graphic organizer to the students.

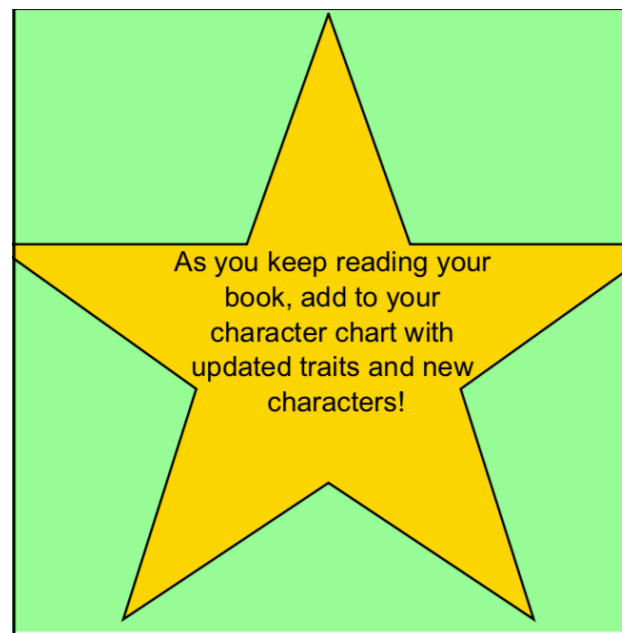
**I do:** The teacher will conduct a Think Aloud of placing specific character traits from the infinite cloner technology from the first chapter of the book. The teacher will model how to refer to the book for text evidence. As the teacher is going along, the students will add the traits that the teacher is dragging to the board onto their graphic organizer.

**We Do:** Once the teacher is completed with the first character, the teacher will ask the students if she forgot any of traits. The teacher will ask the students to refer back to their books for evidence. Once they are finished with the first character, they will move onto the second character. The teacher will allow students to come to the screen and drag or write character traits based on text evidence from their book.

**You do:** The students will return to their desk and complete the final two quadrants of the jig saw graphic organizer. As the students continue reading the book, students will be reminded and encouraged to add to the quadrants as the characters progress throughout the story.

Materials:

- Smart Board
- Jig saw graphic organizers see at the end of the lesson document
- Markers
- Copy of *Field Tripped* by Allan Woodrow



**Meet the Characters!**  
Drag or write some Character traits of the characters that you have met so far in the story.

**Aaron**

**Jessie**

**Eddie**

**Character traits**

- New Kid
- smart
- popular
- outcast
- curious
- brave
- poor
- rich
- friendly
- sly

*FIELD TRIPPED*

**Lesson 2:**  
**Objective:** Students will compare and contrast two of the students and how they interpreted situations in the story differently.

**Technology Pages: 3**

**Procedure Lesson Two:**

**I do:** The teacher will gather the students in front of the smart board and hand them a copy of the Venn Diagram that is shown on the board (Technology Page 3). The teacher will ask the students to turn and talk about what occurred in that chunk of time (pages 92-111). The students will explain what happened in their words. The teacher will explain that since there are two different characters experiencing the same event that they may interpret differently. She will conduct a think aloud of how Eddie reacted to the field trip at this point compared to how Aaron reacted with one reaction or event.

**We do:** The teacher will ask the students to turn and talk about possible events that they think were different between the two characters and share with the class. At this point in the lesson, the students will have the opportunity to come up to the Smart board and write their response and elaborate on why they chose it. As ideas are added to the Smart board, the teacher will encourage the students to add to their paper.

**You do:** On the other side of the graphic organizer, there will be another set of characters to compare a different scenario in the book between the second and third lesson. The other side of the Venn diagram will be used by the teacher to formatively assess the student's understanding of the event.

Materials:

- Smart Board
- Jig saw graphic organizers (see at the end of the lesson document)
- Copy of *Field Tripped* by Allan Woodrow

How did Eddie and Aaron respond to the field trip at this point in the book? Are their responses the same or different?

A Venn diagram with two overlapping circles. The left circle is labeled "Eddie's Reaction" and the right circle is labeled "Aaron's Reaction". The overlapping area in the center is empty. Below the circles are four yellow circular icons representing different facial expressions: a blushing face, a shocked face with an open mouth, a surprised face with wide eyes and an open mouth, and a smug face with a slight smile and a single raised eyebrow.

**Lesson 3:**  
**Objective:** Students will draw details from a text and explain the significance.

**Technology**  
**Pages: 4-5**

**Procedure**

**Lesson Three:**

**I do:** The teacher will gather the students in front of the smart board and instruct them to turn and talk to their partner about what happened during this chunk of reading. The teacher will demonstrate how to complete a think aloud by finding the quote in the story and then trace it to the correct character on the Smart Board activity.

**We do:** The teacher will have the students do what she did in the front of the class. They will take out their copies of the book, find the page number of the quote and figure out who said it. The teacher will repeat these steps until all of the characters are matched up.

**You do:** The students will return back to their desks and begin working independently in their reading workshop notebook. The students will choose one of the characters from the book and begin searching for important dialogue throughout the book. Since the chapters are labeled by character, it should be less difficult to find the dialogue in the beginning, middle, and towards the end of the book. The character that they choose for this assignment will most likely be the character that they use for their book review (Summative assessment).

**Materials:**

- Smart Board
- Copy of *Field Tripped* by Allan Woodrow

**Match the quote to the character who said it. Draw a line to connect them.**

Quotes	Characters
"Atten-shun, Private! Did you take her?" pg. 126	Chloe
"I'm glad you guys are okay," I say. "I'm sorry we made you go into the basement. I'm sorry for everything" pg. 147	Eddie
"Did a ghost show you the way?" pg.159	Sophie
"There is no way this stain is ever coming out. It's time to get even" pg.169	Aaron

You have 15 minutes to go search for quotes and traits for your character. Go!



**Lesson 4:**

**Objective:** Students will summarize the book by determining major and minor themes in the book.

**Technology Pages: 6-7**

**Procedure Lesson Four:**

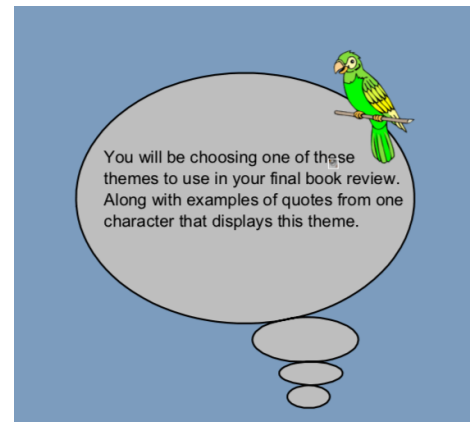
**I do:** The teacher will gather the students in front of the smart board to review some of the major and minor themes that were displayed throughout the book. The teacher will begin by talking about the differences between major and minor themes. Then she will turn to the smart board where there are already some themes displayed. She will conduct a think aloud about why she chose to place a couple of the themes in the different columns.

**We do:** The teacher will release some control to the students and their elbow partners by asking them to discuss events that occurred in the book, the character development that they recorded on their lesson one graphic organizer, and other relevant conversations throughout the book. After the students are finishing up some of their conversations, the teacher will call on them and have them explain their choosing. The students will be allowed to come up to the board and either drag their response or write it.

**I do:** Individually, the students will choose one theme that they believe was most relevant throughout the story. The students will refer back to their graphic organizer, book notes, and notebook notes that they have collected throughout the reading and jot it down on the exit ticket. The theme that they choose for this exit slip will be one of the main aspects of the book review.

Materials:

- Smart Board
- Copy of *Field Tripped* by Allan Woodrow
- Notebook paper



<b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (Objectives)</b>	<p>At the conclusion of each lesson, there will be some sort of formative assessment.</p> <ol style="list-style-type: none"><li>1. At the end of the first lesson, the teacher will administer an exit slip. The question on the exit slip will be "Write about one character that you've met so far in the book?" The teacher will review the exit slip prior to the second lesson. If the students are having a difficult time understanding the format of the book (character's perspective switching every chapter) take time before the second lesson to reintroduce this concept. During the "We Do" section of this lesson plan, students will have a character Jig Saw graphic that they can add to during the rest of the book. The teacher may collect this at the end of the unit to note character development that the students noticed.</li><li>2. During the "We Do" section of the second lesson, the students will be receiving a Venn diagram with a prompt on the front. The students will do this together as a class. On the back of the graphic organizer, there will be a blank diagram that students will be able to choose a scene to compare characters reactions and interactions.</li><li>3. Students will be given a graphic organizer to fill in character quotes and dialogue for their character that they may choose to review for their summative assessment.</li><li>4. Students will turn in an exit slip that describes why they chose a theme for their story. Students may use this theme for their summative project.</li></ol> <p>For the summative assessment, students will be creating a book review. They will use the different story elements that they learned throughout the unit. Students may choose to focus one character, a theme they witnessed, and how their chosen character and another character interpreted a situation. The limit of this book review should be 250 words.</p>
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