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| **WHOLE GROUP**  **READING/**  **VOCAB.** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.** | E.Q: What strategies can I use to understand what I read? What strategies can I use before, during, and after reading to help me understand the text?  Today we will begin our theme wrap up. In this wrap-up we will be connecting and comparing two pieces of literature. In this lesson today we will be using all of the strategies we have covered so far in the unit to better help us comprehend what we are reading. | (C) SWBAT connect and compare town pieces of literature to other pieces that we have read in our theme “Off to Adventure.”  NCSCOS obj.: 2.02c, 3.01e; 2.05; 3.02;2.04d; | -What adventures do the main characters in this theme have?  -How might these selections be like the other stories in the theme? How might they be different?  -Remind students to use all of their reading strategies, including the Predict/Infer Strategy, as they read the paired selections.  Introduce Vocabulary:  Ferocious; hurricane; distress; transmitting; raise; acknowledged; relaying  Have volunteers read aloud each sentence containing a Key Vocabulary word.  PWB p. 62-Model how to use context clues to find the meaning of words.  Reading the selection:  Remind students that making predictions and inferences as they read can help them understand the story better. Read p. 124-125 and model thinking. As you read the selection ask the following questions:   1. What detail shows that ham radio operators are ready to face emergencies? 2. What other character did you read about who was ready to help out in an emergency? 3. How do you think people who survived the storm got their messages to 4LDG? Why? 4. What caused the family to become stranded on Key Largo? Have students make a connection to this-Have you and your family ever been stranded anywhere? Are there any other connections that you can make? 5. Why do you think the boy had to send the same message over and over? 6. What kind of person to you think the narrator is? 7. What can you tell about the ham radio operators, based on the information in this story? | | | Discussion Topics:  Why do you think the boy in Radio Rescue and Axel in Cliff Hanger want to do difficult, challenging things when they don’t have to?  Have students pair up and with a Venn diagram compare and contrast “Radio Rescue” and “Cliff Hanger”. |
| (L) Students will read and compare “Radio Rescue” and “Midnight Ride” to each other and other stories that we have read in this theme. |
| **Tues.** | E.Q: E.Q: What strategies can I use to understand what I read? What strategies can I use before, during, and after reading to help me understand the text?  Yesterday we read “Radio Rescue.” Today we will begin reading “Sybil Ludington’s Midnight Ride.”  How do you think these two stories are going to be similar? Different? | (C) SWBAT connect and compare town pieces of literature to other pieces that we have read in our theme “Off to Adventure.”  NCSCOS obj.: 2.02c, 3.01e; 2.05; 3.02;2.04d; | Begin today by introducing new vocabulary:  Route; trot; urged; reins  Have a volunteer read aloud each sentence containing a Key Vocabulary word. Going over PWB p. 65 model how to use context clues to find the meaning of words.  Begin reading “Midnight Ride”, and as you read ask the following questions:   1. What can you tell about the American soliders base on the details in the introduction? 2. How do you think Sybil feels as she rides through the rain at night? How would this make you feel? 3. What details does the author include to show that Sybil is in a great hurry? 4. Is the sentence, *The cold rain made Sybil’s teeth chatter,* a fact or opinion? 5. What were some of the dangers on Sybil’s ride> 6. What do you think would have happened if Sybil had not been able to make her midnight ride? | | | Literature Discussion/Response:  In both Sybil Ludington and Radio Rescue they characters picture themselves in the difficult situations of others. How does this affect each character’s actions? Why might both of the main characters from Sybil and Mulan feel fear?  Have students choose their favorite part of the story to reread to a partner for a fluency check. |
| (L) Students will read and compare “Radio Rescue” and “Midnight Ride” to each other and other stories that we have read in this theme. |
| **Wed.** | Congratulate students on reaching the end of Theme 1. Point out that they will now participate in an activity to help them celebrate the theme. | (C) SWBAT conduct a TV show in which characters are interviewed. | Review the selections in this theme. Create a list of the theme’s main characters. Have students identify each character’s adventure and briefly describe the sequence of events in each selection. Compare and contrast each adventure. Ask students how the adventures were alike and different. | | Get into groups of 6  Character Interviews: have a TV talk show with theme characters as guests. Interview the characters about their adventures.   1. Choose a host. –It is this person’s job to introduce the characters to the TV audience, and to ask the character’s questions. 2. Assign character roles: Decide who will play the parts of the characters. This will take 5 people. 3. Write the questions: Think of six to eight questions for the host to ask the characters. 4. Practice and then PERFORM! | |
| (L) Students will design their own TV show. They will be in groups of 6 where they will come up with questions to interview characters with and then perform their interviews. |
| **Thurs.** | Today will will continue with the Character Interviews. | (C) SWBAT conduct a TV show in which characters are interviewed. | Get into groups of 6  Character Interviews: have a TV talk show with theme characters as guests. Interview the characters about their adventures.   1. Choose a host. –It is this person’s job to introduce the characters to the TV audience, and to ask the character’s questions. 2. Assign character roles: Decide who will play the parts of the characters. This will take 5 people. 3. Write the questions: Think of six to eight questions for the host to ask the characters.   Practice and then PERFORM! | | | Remind students that tomorrow we will be testing on these two selections. Have students get with a partner to review what they read this week. |
| (L) Students will design their own TV show. They will be in groups of 6 where they will come up with questions to interview characters with and then perform their |
| **Fri.** | Today we will be testing. | (C) SWBAT show how well they comprehended their stories this week by taking an assessment. | Review stories from this week’s selections. | TEST | |  |
| (L) Students will take a test on what they have learned while reading these stories this week. |