

<p><b>Day 1: Introduce genre and topic</b></p> <ul style="list-style-type: none"> <li>Materials: <ul style="list-style-type: none"> <li>Video link- <a href="#">Animal Planet- Monkeys</a></li> </ul> </li> <li>G- Purpose: I will understand the purpose of the nonfiction genre.</li> <li>A- Discussion: <ul style="list-style-type: none"> <li>What are the characteristics of nonfiction texts?</li> <li>What are some examples of nonfiction texts?</li> <li>Why do people read this genre?</li> </ul> </li> <li>N- We are going to explore different animals and also sentence structure (explain why) for this unit. First we will gather a little background about the genre and then sentence structure. And then we will get into our texts by combining the two. <ul style="list-style-type: none"> <li>Watch video: <a href="#">Animal Planet- Monkeys</a></li> </ul> </li> <li>A- Why was this a nonfiction text? <ul style="list-style-type: none"> <li>Discuss.</li> </ul> </li> <li>G- Thumbs up if you know why people might read nonfiction texts. Thumbs down if you are still confused.</li> </ul> <p><b>Day 2: Introduce Sentence Structure (First 3 on sheet)</b></p> <ul style="list-style-type: none"> <li>Materials: <ul style="list-style-type: none"> <li>Book: <a href="#">Grammar Keepers</a></li> <li><a href="#">Notes Sheet</a></li> </ul> </li> <li>G- Purpose: I will know that a noun and verb need to be in a sentence.</li> <li>A- What is a noun? What is a verb?</li> <li>N- Pass out graphic organizer and go through lesson in <a href="#">Grammar Keepers</a> for Sentence Rules.</li> <li>A- Complete "Practice It" in <a href="#">Grammar Keepers</a> for each section. <ul style="list-style-type: none"> <li>Spend time looking for in choice book if extra time.</li> </ul> </li> <li>G- Share what two parts of speech a sentence must have.</li> </ul>	<p><b>Day 3: Introduce Sentence Structure (4 &amp; 5 on sheet- Legal/Illegal)</b></p> <ul style="list-style-type: none"> <li>Materials: <ul style="list-style-type: none"> <li>Book: <a href="#">Grammar Keepers</a></li> <li><a href="#">Notes Sheet</a></li> </ul> </li> <li>G- Purpose: I will know the correct way to connect sentences.</li> <li>A- If you have two separate sentences, how can you connect them?</li> <li>N- Use graphic organizer and go through lesson in <a href="#">Grammar Keepers</a> for Sentence Rules.</li> <li>A- Complete "Practice It" in <a href="#">Grammar Keepers</a> for each section. <ul style="list-style-type: none"> <li>Spend time looking for in choice book if extra time.</li> </ul> </li> <li>G- Share how you can legally connect two sentences.</li> </ul> <p><b>Day 4: Introduce Sentence Structure (AAAWWBIS)</b></p> <ul style="list-style-type: none"> <li>Materials: <ul style="list-style-type: none"> <li>Book: <a href="#">Grammar Keepers</a></li> <li><a href="#">Notes Sheet</a></li> </ul> </li> <li>G- Purpose: I will know the correct way to connect sentences.</li> <li>A- Yesterday how did we say you can connect sentences together</li> <li>N- Use graphic organizer and go through lesson in <a href="#">Grammar Keepers</a> for Sentence Rules.</li> <li>A- Complete "Practice It" in <a href="#">Grammar Keepers</a> for each section. <ul style="list-style-type: none"> <li>Spend time looking for in choice book if extra time.</li> </ul> </li> <li>G- How can AAWWBIS help you make a sentence?</li> </ul> <p><b>Day 5: Introduce Sentence Structure (Lesson 74- Review)</b></p> <ul style="list-style-type: none"> <li>Materials: <ul style="list-style-type: none"> <li>Book: <a href="#">Grammar Keepers</a></li> </ul> </li> <li>G- Purpose: I will know the correct way to connect sentences.</li> <li>A, N, A- Use lesson 74 to review sentence structure. <ul style="list-style-type: none"> <li>Students can discuss at table.</li> <li>Using white boards give sentences- competition.</li> </ul> </li> <li>A (cont)- Read choice book if time.</li> <li>G- Tell your partner one important sentence rule.</li> </ul>

Introduction to Focus Unit of Study (Reading)	Introduction to Focus Unit of Study (Writing)
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>This unit works on understanding sentence structure. The focus is animals.</li> </ul> <p><b>Interactive Read Aloud (Mentor Text): <i>Mission: Elephant Rescue - National Geographic (p. 10-13 &amp; 88 &amp; 102)</i></b></p> <ul style="list-style-type: none"> <li>Introduction: These sections talk about elephants that were rescued.</li> <li>With this text fill in the <a href="#">graphic organizer</a>.</li> </ul> <p><b>Preparing for independent reading (brief overview of texts)</b></p> <p><b>Title 1: Scholastic Super Science- Article:Orangutan Rescue</b></p> <p><b>Overview:</b> Talks about teaching baby orangutans how to survive in the wild.</p> <p><b>Title 2: Owen and Mzee by Isabella Hatkoff, Craig Katkoff, and Dr. Paula Kahumbu</b></p> <p><b>Overview:</b> Talks about how a baby hippo was rescued and befriends a tortoise in its new habitat.</p> <p><b>Title 3: Scholastic Math: The Rarest Bear</b></p> <p><b>Overview:</b> Researchers and First Nations work together to help the cream-colored black bears.</p>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>Importance of sentence structure in writing.</li> </ul> <p><b>Planning (Writing aloud)</b></p> <ul style="list-style-type: none"> <li>Write a response to a prompt focusing on sentence structure.             <ul style="list-style-type: none"> <li>Use the idea list and choose a topic. Draw lines off of the choice for possible writing ideas.</li> </ul> </li> </ul> <p><b>Writing Aloud</b></p> <ul style="list-style-type: none"> <li>Complete my own writing focusing on writing and going back to test our sentence rules as a way to revise.</li> </ul> <p><b>Planning for Independent Writing-after writing aloud</b></p> <ul style="list-style-type: none"> <li>Choose a prompt to use and jot down ideas.</li> <li>Write response.</li> </ul> <p><b>Prompts:</b></p> <ul style="list-style-type: none"> <li>Which story stood out to you the most? Explain why.</li> <li>If you could join any team from a book to help out, which animal would it be? Why?</li> <li>Write a fiction story from one of the animals' points of view.</li> <li>Someone wrote on Facebook that animals are not worth saving, since they are only animals and not humans. Write a response back to this person.</li> </ul>

<p><b>Mentor Text- <i>Mission: Elephant Rescue - National Geographic (p. 10-13 &amp; 88 &amp; 102)</i></b></p> <p><b>Day 1:</b></p> <ul style="list-style-type: none"><li>● G- Purpose: I will reread a text closely to understand sentence structure.</li><li>● A- Review our sentence structure by looking at notes sheet.</li><li>● N- Explain to students we don't want to stop mid-sentence to analyze. Two ideas. They can mark it with a post-it and go back or they can finish their page and then analyze. We are going to try the first one today.<ul style="list-style-type: none"><li>○ Pass out and explain <a href="#">graphic organizer</a>.</li></ul></li><li>● A- Read p. 10-13<ul style="list-style-type: none"><li>○ Use reading strategy of marking with a post-it.</li><li>○ Go back at the end of chapter 1 to see if we can fill in organizer.</li></ul></li><li>● G- Did the post-it rereading strategy seem to be helpful?</li></ul> <p><b>Day 2:</b></p> <ul style="list-style-type: none"><li>● G- Purpose: I will reread a text closely to understand punctuation choice.</li><li>● A- Review our vocabulary by looking at notes sheet.</li><li>● N- Explain to students we don't want to stop mid-sentence to analyze. Two ideas. They can mark it with a post-it and go back or they can finish their page.</li><li>● A- Read pg. 88 and pg. 102.<ul style="list-style-type: none"><li>○ Use reading strategy of marking with stopping at the end of the page.</li><li>○ Fill in organizer.</li></ul></li><li>● G- Did the post-it rereading strategy or the end of the page strategy seem to be the most helpful?</li></ul>	

Comprehension Lesson or Problem-Solving Lesson	Orientation to Text and Set Purpose for Reading	Purpose for Responding Comprehension or Strategy	Group Analysis
<p><b>Comprehension Mini-lesson:</b> Set students up for reading closely for meaning through sentence structure (graphic organizer).</p> <p>Use mentor text, <i><b>Mission: Elephant Rescue - National Geographic</b></i> to remind students how to analyze for sentence structure.</p>	<p><b>2 days for reading/graphic organizer</b></p> <p><b>Orientation of New Text- Scholastic Super Science- Article: Orangutan Rescue</b></p> <p>Talks about teaching baby orangutans how to survive in the wild</p> <p><b>Purpose for Reading-</b> Let's read to find how the author used sentence structure to tell us about the baby orangutan rescues.</p> <p><b>Unfamiliar language structures:</b></p> <ul style="list-style-type: none"> <li>● P. 4- Nursed him back to health: helped him get better/healthy</li> </ul> <p><b>Relevant vocabulary:</b></p> <ul style="list-style-type: none"> <li>● P. 4- Poachers: People who kill animals for a profit.</li> <li>● P. 6- Illegally: against the law</li> </ul>	<p><b>Comprehension or Reading Strategy</b></p> <p>Students will fill in graphic organizer to reflect on punctuation.</p> <p><b>Self-reflection:</b> (Writing section) Reflect on what you read- What did you think of the article/the ideas? Explain your answer.</p>	<p><b>Reading:</b> What did students do to comprehend the text?</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul> <p><b>Plan of Action:</b> What is the focus for next reading?</p>

Heather Zimmerman		Sentence Structure: Animals		Comprehension Focus Groups-Phase Two	
Text Map Literature Discussion Group Prompts Comprehension Prompt			Group Analysis		
<p><b>Discussion-</b></p> <ul style="list-style-type: none"><li>• Talk with a partner about something interesting and something confusing from the text.</li><li>• Bring this back to group.<ul style="list-style-type: none"><li>◦ What key role do orangutans play in the rainforest ecosystem? (growing fruit trees by eating fruits and spreading seeds on ground.)</li><li>◦ What are some of the ways people are helping orangutans? (nursing orphans back to health, creating protected areas, trying to reduce the use of palm oil.</li></ul></li><li>• Discuss sentence structure whole group- students can out examples under ELMO.</li></ul> <p><b>Self-reflection:</b> (Writing section) Go back to your reflection. Revise a sentence if there is more you can add to make it more descriptive..</p>			<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> <p><b>Plan of Action:</b></p>		

Comprehension Lesson or Problem-Solving Lesson	Orientation to Text and Set Purpose for Reading	Purpose for Responding Comprehension or Strategy	Continuing for the rest of the book
<p><b>Comprehension Mini-lesson:</b> Set students up for reading closely for meaning through sentence structure (graphic organizer).</p> <p>Use mentor text, <i>Mission: Elephant Rescue - National Geographic</i> to remind students how to analyze for sentence structure.</p>	<p><b>3 days for reading/graphic organizer</b></p> <p><b>Orientation of New Text- Owen and Mzee by Isabella Hatkoff, Craig Katkoff, and Dr. Paula Kahumbu</b></p> <p><b>Teacher reads pages 1-7; Students will read the rest.</b></p> <p>Talks about how a baby hippo was rescued and befriends a tortoise in its new habitat.</p> <p><b>Purpose for Reading-</b> Let's read to find how the author used sentence structure to tell us about Owen the hippos rescue and how he becomes friends Mzee, a tortoise.</p> <p><b>Unfamiliar language structures:</b></p> <ul style="list-style-type: none"> <li>● Fend for himself- take care of himself.</li> <li>● Protective presence- Making someone feel safe by being around you.</li> </ul> <p><b>Relevant vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Intruder- someone who is invading someone else's property</li> <li>● Exhausted- Really tired</li> <li>● Affection- Caring</li> </ul>	<p><b>Comprehension or Reading Strategy</b></p> <p>Students will fill in graphic organizer to reflect on punctuation.</p> <p><b>Self-reflection:</b> (Writing section) Reflect on what you read- What did you think of the article/the ideas? Explain your answer.</p>	<p><b>Reading:</b> What did students do to comprehend the text?</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul> <p><b>Plan of Action:</b> What is the focus for next reading?</p>

Text Map Literature Discussion Group Prompts Comprehension Prompt	Group Analysis
<p><b>Discussion-</b></p> <ul style="list-style-type: none"><li>• Talk with a partner about something interesting and something confusing from the text.</li><li>• Bring this back to group.<ul style="list-style-type: none"><li>◦ Do you think they should put Owen back in the wild when he gets bigger? Explain. (Go to one side of the room or the other.)</li><li>◦ What could be a theme of the story?</li></ul></li><li>• Discuss sentence structure whole group- students can out examples under ELMO.</li><li>• Show clips of the <a href="#">video</a> of the Owen and Mzee (video is long- show parts)</li></ul> <p><b>Self-reflection:</b> (Writing section) Go back to your reflection. Revise a sentence if there is more you can add to make it more descriptive.</p>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> <p><b>Plan of Action:</b></p>

Comprehension Lesson or Problem-Solving Lesson	Orientation to Text and Set Purpose for Reading	Purpose for Responding Comprehension or Strategy	Group Analysis
<p><b>Comprehension Mini-lesson:</b> Set students up for reading closely for meaning through sentence structure (graphic organizer).</p> <p>Use mentor text, <i><b>Mission: Elephant Rescue - National Geographic</b></i> to remind students how to analyze for sentence structure.</p>	<p><b>3 days for reading/graphic organizer</b></p> <p><b>Orientation of New Text- Scholastic Math: The Rarest Bear</b></p> <p>Researchers and First Nations team up to help cream-colored black bears.</p> <p><b>Purpose for Reading-</b> Let's read to find how the author used sentence structure to tell us about the rarest bear.</p> <p><b>Unfamiliar language:</b></p> <ul style="list-style-type: none"> <li>• p. 9 The First Nations-- why did they use the dash?</li> </ul> <p><b>Relevant vocabulary:</b></p> <ul style="list-style-type: none"> <li>• P. 9 Rarest: not occurring very often.</li> <li>• P. 9 Concrete: solid</li> <li>• P. 9: sacred: special/blessed</li> <li>• P. 9: temperate: mild</li> <li>• P. 9: elusive: difficult to find</li> <li>• P.9: remote: far away</li> </ul>	<p><b>Comprehension or Reading Strategy</b></p> <p>Students will fill in graphic organizer to reflect on punctuation.</p> <p><b>Self-reflection:</b> (Writing section) Reflect on what you read- What did you think of the article/the ideas? Explain your answer.</p>	<p><b>Reading:</b> What did students do to comprehend the text?</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><b>Plan of Action:</b> What is the focus for the next reading ?</p>

Heather Zimmerman		Literacy Skills Lesson		Comprehension Focus Groups-Phase Two	
Text Map Literature Discussion Group Prompts Comprehension Prompt				Group Analysis	
<p><b>Discussion-</b></p> <ul style="list-style-type: none"><li>• Talk with a partner about something interesting and something confusing from the text.<ul style="list-style-type: none"><li>◦ Discuss whole group</li><li>◦ See if you can solve the Punnett Squares with partner.</li><li>◦ Discuss whole group.</li></ul></li><li>• Discuss sentence structure whole group- students can out examples under ELMO.</li></ul> <p><b>Self-reflection:</b> (Writing section) Go back to your reflection. Revise a sentence if there is more you can add to make it more descriptive.</p>				•	
				•	
				•	
				•	
				•	
				<b>Plan of Action:</b>	

Writing Strategy Lesson Purpose for Responding	Resources
<p><b>Review</b></p> <ul style="list-style-type: none"><li>• Importance of sentence structure in writing.</li></ul> <p><b>Planning (Writing aloud)</b></p> <ul style="list-style-type: none"><li>• Write a response to a prompt focusing on sentence structure.<ul style="list-style-type: none"><li>◦ Fill in <a href="#">graphic organizer</a>.</li><li>◦ <a href="#">Rubric</a></li></ul></li></ul> <p><b>Writing Aloud</b></p> <ul style="list-style-type: none"><li>• Complete my own writing focusing on writing and going back to test our sentence rules as a way to revise.</li></ul> <p><b>Planning for Independent Writing-after writing aloud</b></p> <ul style="list-style-type: none"><li>• Choose a prompt to use and jot down ideas using graphic organizer.</li><li>• Write response.</li><li>• While revising go back and label at least one sentence, add a FANBOYS, and an AAWWUBIS.</li></ul> <p><b>Prompts:</b></p> <ul style="list-style-type: none"><li>• Which story stood out to you the most? Explain why.</li><li>• If you could join any team from a book to help out, which animal would it be? Why?</li><li>• Write a fiction story from one of the animals' points of view.</li><li>• Someone wrote on Facebook that animals are not worth saving, since they are only animals and not humans. Write a response back to this person.</li></ul>	<p><b>Plan of Action:</b></p>