

Jasztalville Reading Calendar

Mini-Lessons and More

<p>Day 1</p> <p>MINI LESSON <u>Selecting Books and Enjoying Silent Reading: Routines</u> established; students learn how to maintain the organized classroom book collection.</p> <p>Activity: Character Traits Self-Portrait: Students design a poster about their character traits. It is headed "INTRODUCING _____" and the students draw it out with a self-portrait in the center. It is done like an advertisement with the traits and short explanations written around the portrait.</p>	<p>Day 2</p> <p>MINI LESSON <u>How Readers Choose Books:</u> Students use different kinds of information to help them choose books. They think carefully about book choice.</p> <p>Activity: Book Swap: Students do a Book Swap activity where they read 10 books for 3 minutes each. The books rotate around the classroom. They write down the title of each book and check off what applies on a checklist.</p> <p><u>Houghton-Mifflin:</u> <u>Introducing the Text to Students: What is schema?-(Fountas and Pinnell, pages 194-198)</u></p> <p>Activity: MVR Cards: Students will be making "Most Valuable Reader" "baseball cards" to display in the classroom library this year. They will have their photos taken for the cards.</p>	<p>Day 3</p> <p>MINI LESSON <u>Easy, Just Right, Challenging;</u> the five-finger test for choosing books</p>	<p>Day 4</p> <p>MINI LESSON <u>Thinking and Talking about Reading</u> -Using sticky notes -What are thick and thin questions?</p> <p><u>Neat Side-Lesson-</u> Introduce students with two familiar tools accompanied by two unfamiliar tools. Show how inferring is a skill that affects our daily lives, in reading and reasoning.</p> <p>http://www.readinglady.com/mosaic/tools/InferringMiniUnitbyJenifer.pdf</p>	<p>Day 5</p> <p>MINI LESSON <u>How to Buzz (Communicate) with Each Other; Abandoning Books</u></p> <p><u>Houghton Mifflin-</u> <u>Making Text-to-Text Connections-</u> <u>Comparing <i>Akiva</i> and <i>Jr. Jaltarov</i> books (from Reading A-Z)</u></p> <p>(Resource- Mrs. Newingham's Text to Text Connections Poster- http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/2004-2005%20Photos/Reading%20Workshop/Mini%20Lessons/T-T.JPG)</p>
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<p>Day 6</p> <p>MINI LESSON <u>Different kinds of fiction and non-fiction</u></p> <p>ONE ON ONE THIS WEEK- Diagnostic Reading GROUP 1- -San Diego Word List Assessment; Interests Survey; Scholastic SRA to discover lexile levels</p>	<p>Day 7</p> <p>MINI LESSON Keeping a record of your reading- enlarged journal page sample</p> <p>ONE ON ONE THIS WEEK- Diagnostic Reading- GROUP 2- -San Diego Word List Assessment; Interests Survey; Scholastic SRA to discover lexile levels</p>	<p>Day 8</p> <p>MINI LESSON Guidelines for Working Together (Fountas and Pinnell, page 152); Guidelines for independent reading</p> <p>ONE ON ONE THIS WEEK- Diagnostic Reading GROUP 3- -San Diego Word List Assessment; Interests Survey; Scholastic SRA to discover lexile levels</p>	<p>Day 9</p> <p>MINI LESSON Writing responses to your reading- Use the teacher's letter as a guide to writing your letter in your reader's notebook.</p> <p>ONE ON ONE THIS WEEK- Diagnostic Reading GROUP 4- -San Diego Word List Assessment; Interests Survey; Scholastic SRA to discover lexile levels</p>	<p>Day 10</p> <p>MINI LESSON Topics for your reader's notebook (Fountas and Pinnell, Day 14)</p> <p>ONE ON ONE THIS WEEK- Diagnostic Reading GROUP 5- -San Diego Word List Assessment; Interests Survey; Scholastic SRA to discover lexile levels</p>
<p>Day 11</p> <p>MINI LESSON Reading Skill Bookmarks (not a Fountas and Pinnell lesson)</p> <p>ONE ON ONE THIS WEEK- Setting Goals for Ourselves as Readers- -Keeping the data for the SRA, San Diego, Interests Survey, and Blast Off! Reading test results; seeing our strengths and weaknesses; goal-writing to improve on specific skills, try specific genres, etc.</p>	<p>Day 12</p> <p>MINI LESSON Using sticky notes and bookmarks to prepare for journal writing</p> <p>ONE ON ONE THIS WEEK- Setting Goals for Ourselves as Readers- -Keeping the data for the SRA, San Diego, Interests Survey, and Blast Off! Reading test results; seeing our strengths and weaknesses; goal-writing to improve on specific skills, try specific genres, etc.</p>	<p>Day 13</p> <p>MINI LESSON Creating a list of your <u>reading interests</u>; Writing <u>recommendations</u> for the book you have read</p> <p>ONE ON ONE THIS WEEK- Setting Goals for Ourselves as Readers- -Keeping the data for the SRA, San Diego, Interests Survey, and Blast Off! Reading test results; seeing our strengths and weaknesses; goal-writing to improve on specific skills, try specific genres, etc.</p>	<p>Day 14</p> <p>MINI LESSON <u>Understanding the author's message</u></p> <p>ONE ON ONE THIS WEEK- Setting Goals for Ourselves as Readers- -Keeping the data for the SRA, San Diego, Interests Survey, and Blast Off! Reading test results; seeing our strengths and weaknesses; goal-writing to improve on specific skills, try specific genres, etc.</p>	<p>Day 15</p> <p>MINI LESSON Thick and thin questions; <u>QAR-</u> different types of questions (Mrs. Newingham's website; Scholastic QAR book)</p> <p>ONE ON ONE THIS WEEK- Setting Goals for Ourselves as Readers- -Keeping the data for the SRA, San Diego, Interests Survey, and Blast Off! Reading test results; seeing our</p>

<p>strengths and weaknesses; goal-writing to improve on specific skills, try specific genres, etc.</p>		<p>strengths and weaknesses; goal-writing to improve on specific skills, try specific genres, etc.</p>		<p>Day 16</p> <p>MINI LESSON Two types of inquiry (Fountas and Pinnell, page 166)</p> <p>Centers Begin- Each center lasts for 40 minutes each day.</p> <ul style="list-style-type: none"> -Non-Fiction (Comprehension Assignment(s) in science, social studies) -Reading Scouts (skills folders) -Computers/Independent or Partner Reading (20/20) -Ms. Jaszal's Group -Literature Circles/Journaling (Depends on week) <p>Ms. Jaszal's Group- Scholastic's Guided Reading in Grades 3-6- (page 103)- <u>Previewing to Activate Background Knowledge</u></p> <p>Literature Needed- Great Gliders by Tim Laman, page 154 in Scholastic book</p> <p>Word Review- schema, introduced on day 2</p>
<p>Day 17</p> <p>MINI LESSON <u>Recognizing Text Features</u> (in non-fiction, specifically, but also in fiction)</p>		<p>Day 18</p> <p>MINI LESSON (3 days)- <u>Making Predictions</u> -How do we use text features in making predictions? -How do we use events in making predictions? -How do you use a making predictions bookmark as you read anthologies and novels?</p>		<p>Day 19</p> <p>MINI LESSON (3 days)- <u>Making Predictions</u> -How do we use text features in making predictions? -How do we use events in making predictions? -How do you use a making predictions bookmark as you read anthologies and novels?</p>
<p>Day 20</p> <p>MINI LESSON (3 days)- <u>Making Predictions</u> -How do we use text features in making predictions? -How do we use events in making predictions? -How do you use a making predictions bookmark as you read anthologies and novels?</p>				

<p>Day 21</p> <p>MINI LESSON (1 day) <u>Fix-It Strategies</u> (Resource: Mrs. Newingham's chart)</p> <p>Centers, Week #2-</p> <p>My Group-</p> <p>-Anticipation Guides- (Scholastic's Guided Reading in Grades 3-6, page 108 is an example)</p> <p>Students will read a non-fiction selection (Kids Need More Zzz's (page 153 in appendix of Scholastic book) and will complete an anticipation guide before and after reading the text.</p> <p>-Students will complete an assignment from their Buckle Down testing books.</p>	<p>Day 22</p> <p>MINI LESSON</p> <p><u>Plot-</u></p> <p>-The events in a story</p> <p>-How one event may affect another</p> <p>-How recognizing plot can help you to make predictions</p>	<p>Day 23</p> <p>MINI LESSON</p> <p><u>Plot-</u></p> <p>-The events in a story</p> <p>-How one event may affect another</p> <p>-How recognizing plot can help you to make predictions</p>	<p>Day 24</p> <p>MINI LESSON</p> <p><u>Plot-</u></p> <p>-The events in a story</p> <p>-How one event may affect another</p> <p>-How recognizing plot can help you to make predictions</p>	<p>Day 25</p> <p>MINI LESSON (1 day)</p> <p><u>Snapshots of different events from different novels; Inferring about those events and seeing how they can affect the entire story</u></p>
<p>Day 26</p> <p>MINI LESSON (3 days)</p> <p>Characters-</p> <p>The ways we can get to know characters in books as readers</p> <p>Centers, Week #3-</p> <p>My Group-</p> <p>Students will complete a book</p>	<p>Day 27</p> <p>MINI LESSON (3 days)</p> <p>Characters-</p> <p>The ways we can get to know characters in books as readers</p>	<p>Day 28</p> <p>MINI LESSON (3 days)</p> <p>Characters-</p> <p>The ways we can get to know characters in books as readers</p>	<p>Day 29</p> <p>MINI LESSON (1 day)</p> <p><u>Snapshots of characters from different novels; Inferring about the characters' motives and character traits</u></p>	<p>Day 30</p> <p>MINI LESSON (1 day)</p> <p><u>Book talks about books you read in the classroom library</u></p>

<p>on Microbes (Microbes: Friend or Foe?) with me from Reading A-Z. Their skills assignment will be comprehension questions (completed within the group) and one sheet on comparison (page 3) of bacteria and viruses. They will complete a Venn Diagram.</p> <p>Non-Fiction Group- <u>Black-Capped Chickadee-</u> http://www.doe.mass.edu/mcas/2006/release/g5ela.pdf</p> <p>The Bear Essentials- http://www.emsc.nysed.gov/osa/elaei/elaeiarch/gr4bk1ela.pdf</p>				
<p>Day 31</p> <p>MINI LESSON (2 days) <u>Main Idea and Supporting Details-</u> -Discovering the main ideas -Finding the most important details that support the main idea -Writing a one-paragraph summary based on an entire page selection</p> <p>Centers, Week #4 My Group- -Students will read a book called</p>	<p>Day 32</p> <p>MINI LESSON (2 days) <u>Main Idea and Supporting Details-</u> -Discovering the main ideas -Finding the most important details that support the main idea -Writing a one-paragraph summary based on an entire page selection</p>	<p>Day 33</p> <p>MINI LESSON (2 days) <u>Author's Purpose-</u> -Authors write selections to... Inform Entertain Persuade -How can the structure of a text help us to understand the author's purpose?</p>	<p>Day 34</p> <p>MINI LESSON (2 days) <u>Author's Purpose-</u> -Authors write selections to... Inform Entertain Persuade -How can the structure of a text help us to understand the author's purpose?</p>	<p>Day 35</p> <p>MINI LESSON (1 day) <u>How you read out loud can make you an expert reader (Fluency, tone, using expression at the right moments)</u></p>

<p>Special Effects (from Reading A-Z), which will be followed by the students answering comprehension questions. -Students will then complete a short assignment in their Buckle Down reading books.</p> <p>Non-Fiction Group- <u>Hide or Flight- How Animals Stay Safe</u> http://www.nysedregents.org/testing/elaei/06exams/gr4bkt.pdf</p>	<p>Day 36</p> <p>MINI LESSON (2 days) <u>SQR</u> (Survey, Question, and Read (Recite, and Review)</p> <p>Centers, Week #5-</p>	<p>Day 37</p> <p>MINI LESSON (2 days) <u>SQR</u> (Survey, Question, and Read (Recite, and Review)</p>	<p>Day 38</p> <p>MINI LESSON (1 day) <u>Relying Only on Text Features-</u> The text is not shown, but the pictures, headings, and other features remain. Students will look at the questions that follow the selection and see how many questions they can respond to by solely looking at the text features and never looking at the text.</p>	<p>Day 39</p> <p>MINI LESSON (2 days) <u>Facts and Opinions</u></p>	<p>Day 40</p> <p>MINI LESSON (2 days) <u>Facts and Opinions</u></p>
<p>Day 41</p> <p>MINI LESSON- (3 days) <u>Distinguishing Features of Non-Fiction Texts</u> (Fountas and Pinnell)</p>	<p>Day 42</p> <p>MINI LESSON- (3 days) <u>Distinguishing Features of Non-Fiction Texts</u> (Fountas and Pinnell)</p>	<p>Day 43</p> <p>MINI LESSON- (3 days) <u>Distinguishing Features of Non-Fiction Texts</u> (Fountas and Pinnell)</p>	<p>Day 44</p> <p>MINI LESSON OVERVIEW- (1 day) <u>JEOPARDY!</u></p>	<p>Day 45</p> <p>MINI LESSON- How to respond to vocabulary questions on tests- -Different skills for</p>	

<p>-Print Features -Graphic Aids -Organizational Aids -Illustrations</p>	<p>-Integrity -Accuracy and authenticity -Style and language</p>	<p>Evaluating different texts- excerpts</p>	<p>context clues -Inserting answers in the blanks -Looking at prefixes and suffixes, synonyms and antonyms</p>
<p>Day 46 MINI LESSON- <u>Words- Latin Roots-</u> -Aud -Dict -Man -Ped (Scholastic's Word Study Learning Packs)</p>	<p>Day 47 MINI LESSON- <u>Words- Greek Roots</u> -Graph -Chron -Cyclos -Phobos -Phone (Scholastic's Word Study Learning Packs)</p>	<p>Day 48 MINI LESSON- <u>Prefixes</u> (Scholastic's Word Study Learning Packs)</p>	<p>Day 49 MINI LESSON- <u>Suffixes</u> (Scholastic's Word Study Learning Packs)</p>
<p>Day 50 MINI LESSON- <u>Synonyms and Antonyms</u></p>	<p>Day 51 MINI LESSON- (2 days) <u>Evaluating Short and Extended Response Questions-</u> Building on answers by adding details that pertain to the question; looking at length; numbering above the details</p>	<p>Day 52 MINI LESSON- (2 days) <u>Evaluating Short and Extended Response Questions-</u> Building on answers by adding details that pertain to the question; looking at length; numbering above the details</p>	<p>Day 53 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 -Each student will be assigned a reading partner with whom they will be reading a common text and then meeting with to discuss what they are reading. -Today, partners will discuss their favorite</p>
<p>Day 54 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 MINI LESSON- How will the reading partnership work?</p>	<p>Day 55 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 PARTNER MEETINGS- Students will have their "Meet the Book" meetings today.</p>	<p>Day 56 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 MINI LESSON- How will the reading partnership work?</p>	<p>Day 57 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 PARTNER MEETINGS- Students will have their "Meet the Book" meetings today.</p>
<p>Day 58 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 MINI LESSON- How will the reading partnership work?</p>	<p>Day 59 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 MINI LESSON- How will the reading partnership work?</p>	<p>Day 60 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 MINI LESSON- How will the reading partnership work?</p>	<p>Day 61 Class Novel- 10-15 pages UNIT- Reading Partnerships http://content.scholastic.com/browse/lessonplan.jsp?id=609 MINI LESSON- How will the reading partnership work?</p>



We will begin a class novel today, and we will read 10-15 pages a day.

		<p>genres, topics they find interesting, favorite chapter books they have read, and favorite series.</p> <p>-Students will choose books while a whole-group centers assignment goes on.</p> <p>-I will find a group that can hold a sample "Meet the Book" meeting tomorrow.</p>	<p><i>this sheet is hole-punched and added the section of the binder called "Reading Partnerships."</i>)</p> <p>2. Explain to the class that they will be meeting with their partner at least three times throughout the reading of the chapter book that they have chosen to read. On this day, you will be modeling for them how to <u>conduct a "Meet the Book" discussion</u> using the prompts listed on the Reading Partnership Planning Sheet (PDF).</p> <p>3. <u>Choose one capable group that has already chosen its book to hold a "Meet the Book" meeting in front of the class so that other students can see what an effective first meeting should look and sound like. (<u>This group should be prepped and ready</u></u></p>	<p>the Book" meeting by setting a page number to which they will both read before meeting again. Partners should record the page number on their Reading Partnership Planning Sheet (PDF) so that they both know where to stop. <i>Students will only meet three times during the book, so they should pick a page that it about one-third of the way through the book.</i></p> <p>2. When both readers reach the agreed upon page number, they are ready for their first discussion meeting. <i>If one</i></p>
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prior to the mini-lesson.)

4. After the group follows the prompts on the Reading Partnership Planning Sheet (PDF) ("What do you think the book will be about?" and "Have you read any other books in this series or by this author?"), lead a brief discussion about how all reading partners will do this when they hold their own "Meet the Book" meetings.

partner gets done before the other, I ask that student to read only picture books until his or her partner catches up. I find that it is hard for my third graders to be engaged in two chapter books at a time, but you may find it is different for older students.

3. I also pass out Reading Partnership Bookmarks (PDF) to all students so that they can keep track of what page at which they should stop, especially if they are reading at home and do not have their Reading Partnership

<p>Day 56</p> <p>Class Novel- 10-15 pages</p> <p>Begin UNIT, pt. 2- Book Discussions in a Reading Partnership http://content.scholastic.com/browse/lessonplan.jsp?id=610</p> <p>MINI-LESSON- Retelling the Story</p> <p>-A chosen student and I will retelling the story we read in our Houghton-Mifflin book last week.</p> <p>-I will point out that retelling is a great way to start a book discussion because it helps the partners remember what they read. It clears up any confusion.</p> <p>-This will be the first step in their upcoming book discussions with their partners.</p>	<p>Day 57</p> <p>Class Novel- 10-15 pages</p> <p>MINI LESSON/DEMONSTRATION- Today, partners who are reading a specific story will discuss what they have read so far with the class. They will discuss the elements I pointed out are important to discuss yesterday.</p> <p>-I will find a student today to speak with the class about text-to-self and text-to-text connections tomorrow.</p>	<p>Day 58</p> <p>Class Novel- 10-15 pages</p> <p>MINI-LESSON- Making Connections-</p> <p>Remember text-to-self and text-to-text connections? A student will be chosen to share a connection he or she made to a shorter story that I have previously read aloud to the class.</p> <p>-I will remind students that this should be a short part of their book discussion. (3 minutes at most, between both partners.)</p>	<p>Day 59</p> <p>Class Novel- 10-15 pages</p> <p>MINI-LESSON- Developing Thick vs. Thin Questions-</p> <p>1. Explain to students to the difference between "thin" questions and "thick" questions. (<i>Thin Questions are ones that I call "Right There" questions. They can be easily answered in the text and often begin with Who, Where, When, How many, etc. Thick Questions are ones that I call "Think and Search" questions. They are questions that lead to discussion and often begin with Why do you think...?, What if?, How would you feel</i></p>	<p>Day 60</p> <p>Class Novel- 10-15 pages</p> <p>MINI-LESSON- Thick vs. Thin, Day 2</p> <p>6. Hand out a Reading Partnership Questioning Form (PDF) to each student. Explain to students that after they reach the page number at which both partners have agreed to stop reading, they will compose two thick questions about the story on the questioning form. They will then bring the form to the</p>	<p>Planning Sheet (PDF).</p>
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			<p><i>if...? What might....?</i></p> <p>2. Explain to students that "thick" questions are the ones that lead to discussion and will be the type of question that they will compose and bring with them to their reading partnership book discussions.</p> <p>3. To help students differentiate between thick and thin questions, choose a picture book to read aloud that lends itself to both types of questions. I use <i>A Day's Work</i> by Eve Bunting, but really any book will work. Before reading the book to the class, create both thick and thin questions about the book on index cards. I created Sample Thick and Thin Questions (PDF) for <i>A Day's Work</i> if you are planning to use that story.</p>	<p>next book discussion meeting where they will share the thick questions with their reading partner and discuss their answers. (<i>My students keep this form in their reading binder, along with their Reading Partnership Planning Sheet.</i>)</p> <p>7. To help students compose their questions, I also give them a Thick Questioning Prompts handout to assist them in writing their own thick questions.</p>
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<p>Day 61</p> <p>Class Novel- 10-15 pages</p> <p>MINI-LESSON- Predictions with Chapter Books- This will be done three times throughout the novel.</p> <ol style="list-style-type: none"> 1. After students discuss their thick questions, 	<p>Day 62</p> <p>Class Novel- 10-15 pages</p> <p>MINI-LESSON- Short- Students will figure out which page number they will read to until holding their next meeting in their reading partnerships. Students will be reading in</p>	<p>Day 63</p> <p>Students will be reading in their reading partnerships for the next 10 days and holding their meetings. There will not be a mini-lesson for the entire 10 days.</p>	<p>Day 64</p> <p>Students will be reading in their reading partnerships for the next 10 days and holding their meetings.</p>	<p>Day 65</p> <p>Students will be reading in their reading partnerships for the next 10 days and holding their meetings.</p>
			<p>4. After reading the book, pass out the thick and thin question cards to students in the class. Ask each student with a question card to read it aloud to the class. Have the class work together to sort the question cards into two categories: <u>Thick and Thin</u>. Follow up the sorting activity with a discussion about what makes a question "thick."</p> <ol style="list-style-type: none"> 5. Extend the activity by inviting students to write their own thick question about the story you read aloud. 	

<p>they will make predictions about what will happen next in the story.</p> <p>2. I model this for my students while reading a chapter book aloud to my class. Everyday when I finish the chapter I have chosen to read to my students, I ask 3 students to make a prediction about what they think will happen next in the story.</p> <p>3. I encourage students to use evidence from the story when making their predictions. Because of _____, I think _____ will happen.</p> <p>4. Explain to students that they will always end their reading partnership book discussions in the same way we do our class read-aloud, by making predictions about what will happen next.</p>	<p>their reading partnerships for the next 10 days and holding their meetings. There will not be a mini-lesson for the entire 10 days.</p>			
<p>Day 66</p> <p>Students will be reading in their reading partnerships for the next 10 days and holding their</p>	<p>Day 67</p> <p>Students will be reading in their reading partnerships for the next 10 days and</p>	<p>Day 68</p> <p>Students will be reading in their reading partnerships for the</p>	<p>Day 69</p> <p>Students will be reading in their reading partnerships for the next 10 days and holding</p>	<p>Day 70</p> <p>MINI-LESSON- The Final Book Discussion- EXPLAIN-</p>

meetings.	holding their meetings.	next 10 days and holding their meetings.	their meetings.	<p>The final book discussion takes place after both students have finished the book. It differs slightly from the two book discussions that take place in the middle of the students' reading of the book.</p> <ol style="list-style-type: none"> 1. Refer students to the last part of their Reading Partnership Planning Sheet (PDF) titled: Final Book Discussion. 2. Explain to students how to conduct the final meeting. Here is a brief explanation of each step in the final meeting: <p>What happened at the end? Students will retell the end of the story together just like</p>
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<p>they did in Lesson 2: Book Discussions in a Reading Partnership when they retold events in the beginning and middle of the story.</p>				
<p>Were you surprised by the way the story ended? Did you like the ending? These questions encourage students to evaluate and reflect on the end of the story.</p>				
<p>Partners compare their reactions to the author's way of ending the story and share their opinions about the conclusion. Were their predictions correct?</p>				
<p>Share "lingering" questions about the story. Before the final discussion, students should have composed "lingering</p>				

Day 71	Day 72	Day 73	Day 74	<p>questions" on the last section of their Reading Partnership Questioning Form (PDF). Be sure that students understand that "lingering questions" are those that remain with readers even after a story is complete. Examples include questions about what they characters did after the story, why things happened the way they did, and wonderings about whether or not certain characters will stay the same or change after the story.</p> <p>Choose and plan Final Reading Project. (See Part 2 of this lesson for a more detailed explanation of this part of the final book discussion.)</p>
Day 71	Day 72	Day 73	Day 74	Day 75

<p>Let students have their final book discussions today. Students will also decide upon their final book project.</p> <ol style="list-style-type: none"> 1. <u>Book Commercials:</u> Students work together to present their book to the class in the form of a commercial. You can keep it simple and just have students "advertise" the book in a way that resembles a book-talk, or you can encourage students to "spice-up" the commercials with signs, music, and props. If you choose to have students do a simple book commercial, you can refer them to How to Advertise a Good Book (PDF). 2. Since it is not a guarantee that the reading partners will necessarily like the book enough to recommend it to others in the form of a book commercial, this option give students the opportunity to evaluate and review the 	<p>MINI-LESSON- Examples will be shown of different final book projects. Students will work together to develop theirs. They will have three 20-minute periods for this.</p>	<p>MINI-LESSON- Examples will be shown of different final book projects. Students will work together to develop theirs. They will have three 20-minute periods for this.</p>	<p>MINI-LESSON- Examples will be shown of different final book projects. Students will work together to develop theirs. They will have three 20-minute periods for this.</p>	<p>Students will begin sharing their final products for the book reports. This will continue for 2 partnerships every day next week at the beginning of class.</p>
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book rather than just report on it. Check out Lesson 2: Critic's Corner in my previous Scholastic unit: Creating a Reading Community in Your Classroom for more information about this exciting activity.

3. Reader's Theater: Invite the reading partners to pick a funny, dramatic, or otherwise important scene in their book that involves two of the main characters and act it out for the class. Again, this can be as minimal or as elaborate as you allow it to be. Students can simply read from the book, or they can go as far as dressing up, bringing props, and/or creating some scenery.

Reader's Theater is a great way for other students in the class to get a peek into the book. Books that are acted out in Reader's Theater often become popular choices in our classroom library.

4. Cereal Box Book Report

<p>Day 76</p> <p>1-2 Partnerships Share Projects</p> <p>MINI-LESSON- <u>Probable</u> Passages- (Scholastic's Research Based Reading Lessons, Grades 4-6, page 92)</p> <p>Needed- <u>The Westing Game</u> (we have class copies) Students will use selected vocabulary in making predictions about text.</p> <p>Ms. Jaszal's Group- We will review the three systems we use in decoding and determining the meaning of words- sound/letter, part of speech, and meaning. We will be reading the first chapter of <u>The Ghost of Lizard Light</u> (page 95 of Scholastic's Research Based Reading Lessons for Grades 4-6, page 95). I preselect words from the first chapter and then we complete Probable Passages together. Our group will then discuss what we predicted and what actually happened in the chapter that was read.</p>	<p>Day 77</p> <p>1-2 Partnerships Share Projects</p> <p>MINI-LESSON- Developing Self Probable Passages- Students will choose words from the Houghton-Mifflin story they are reading this week to make their own Probable Passages chart. They will go with their reading partner from the partnerships. They will discuss the words they chose with the class.</p>	<p>Day 78</p> <p>1-2 Partnerships Share Projects</p> <p>MINI-LESSON- Context Clues- Survival (Scholastic's Research Based Reading Lessons, Grades 4-6, page 98)</p> <p>Needed- <u>Hatchet</u> from classroom library and school library so partnerships (12) have enough copies to read.</p> <p>There are four types of context clues. We will read Chapter 7 of <u>Hatchet</u>. I will model by thinking aloud when I get to the word <u>abdomen</u>. I will use each type of clue to try to think of what the word can mean. I preselect other words we focus on as well.</p>	<p>Day 79</p> <p>1-2 Partnerships Share Projects</p> <p>MINI- LESSON/PARTNERSHIPS- Students will work in tackling unknown words in <u>Lille of the Wolves</u>. Yesterday's chart about different types of context clues will stay up. (Go to page 101 for the synopsis of the lesson.)</p>	<p>Day 80</p> <p>January 16, 2008 (Approximately)</p> <p>1-2 Partnerships Share Projects</p> <p>MINI-LESSON- Semantic Maps- Students will hear a selection read from <u>Escaping the Giant Wave</u> by Peg Kehret. They will then make a semantic map having to do with severe weather. (Examples of categories- Types of severe weather, how people react to severe weather, effects of severe weather, and what people do to prevent the effects of severe weather) (page 111)</p>
<p>Day 81-</p> <p>MINI LESSON-</p>	<p>Day 82-</p> <p>Reading Skills practice for</p>	<p>Day 83</p> <p>MINI LESSON-</p>	<p>Day 84</p> <p>MINI LESSON-</p>	<p>Day 85</p> <p>MINI LESSON-</p>

<p>Concept of Definition Map- <i>Lily's Crossing</i> (Scholastic book, page 116) We will develop a concept of definition map about war after reading chapter 1 of <i>Lily's Crossing</i>. -Bonus question- Why do you believe the author chose the title <i>Lily's Crossing</i>?</p> <p>Ms. Jaszal's Group- (Continue to page 119) We are reading pages 3-5 of <i>The Devil's Arithmetic</i>. We are making a concept of definition map about concentration camps.</p>	<p>FCAT will be distributed today for students (30 mini- assignments), and they will have to have the assignments completed by Monday, March 3, 2008.</p> <p>MINI LESSON- From Buckle Down Reading Assessment book</p>	<p>From Buckle Down Reading Assessment book</p>	<p>From Buckle Down Reading Assessment book</p>	<p>From Buckle Down Reading Assessment book</p>
<p>Day 86- MINI-LESSON- Self-Questioning- (Scholastic's Research Based Reading Lessons, Grades 4-6, page 131) Students will write "I Wonder" statements based on what they read in the first chapter of <i>The Westing Game</i>.</p> <p>Ms. Jaszal's Group- (Page 133) We are using <i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i> this week. -From reading page 1, what can you guess is the genre?</p>	<p>Day 87- MINI-LESSON Bookmark Technique- Theme- Survival (Scholastic's Research Based Reading Lessons, Grades 4-6, page 136) We will again be looking at the book <i>Hatchet</i>. Students will learn how to monitor their reading by using reading bookmarks. -Bookmark 1- The most interesting part of the chapter (class) -Bookmark 2- Something that confused me</p>	<p>Day 88- MINI-LESSON Bookmark Technique- Theme- Survival Do the same with Island of the Blue Dolphins and have the students complete the first two bookmarks individually before a discussion and a hand out with the last two bookmarks.</p>	<p>Day 89- MINI-LESSON- Summarizing (Scholastic's Research Based Reading Lessons, Grades 4-6, page 142) Students will summarize what they hear in the biography <i>You Want Women to Vote, Lizzie Stanton?</i> They will then complete a Bio-Pyramid as a class.</p>	<p>Day 90- MINI-LESSON- Summarizing (Scholastic's Research Based Reading Lessons, Grades 4-6, page 145) Students will do the same today for <i>What's the Big Idea, Ben Franklin?</i> in partners like what we had done yesterday as a class. They will complete Bio-Pyramids.</p>

<p>-The partnerships in my center will read the remainder of chapter 1 and will fill out their "I Wonder" bookmarks. -We will discuss in the end.</p>	<p>(individual) -Bookmark 3- Word I think the class needs to know (partners) -Bookmark 4- Illustration, chart, map or graph that helped me to understand the text (partners)</p>			
<p>Day 91- MINI-LESSON- Making Connections- (Scholastic's Research Based Reading Lessons, Grades 4-6, page 147) Students will read <i>Tuck Everlasting</i> and complete these prompts for making connections... -That reminds me of... -I remember when... -I have a connection... -I felt like that character when... -I read about a similar character in... -I read about this topic before in... -An experience I have had like that...</p>	<p>Day 92- MINI LESSON- From Buckle Down Reading Assessment book</p>	<p>Day 93- MINI LESSON- From Buckle Down Reading Assessment book</p>	<p>Day 94- MINI LESSON- From Buckle Down Reading Assessment book</p>	<p>Day 95- MINI-LESSON- Skills Review- <i>Who Wants to be a Millionaire?</i> (Non-Power Point Presentation)</p>
<p>Day 96- MINI-LESSON- Word Play- <i>Word Smith, Private F</i> - I will explain my center this</p>	<p>Day 97- MINI-LESSON- Poetry</p>	<p>Day 98- MINI-LESSON- Poetry</p>	<p>Day 99 MINI-LESSON- Poetry</p>	<p>Day 100 MINI-LESSON- Poetry</p>

<p>week as well as the different types of word play.</p> <p>Ms. Jaształ's Group- We are reading <i>Word Smith, Private</i> /in groups this week and completing the comprehension questions together as well as two journal prompts. We are also looking at a vocabulary extension sheet.</p>	<p>Students will explore different poems over the course of the next three days, and they will determine answers to comprehension questions. There will be one poem a day. Students will discuss mood, imagery, word choice, and other components of the poem.</p> <p><i>Song for a Cottontail</i> http://fcatt.fldoe.org/pdf/releasepdf/grade4readingtestbook.pdf</p>	<p>Students will explore different poems over the course of the next three days, and they will determine answers to comprehension questions. There will be one poem a day. Students will discuss mood, imagery, word choice, and other components of the poem.</p> <p>Connection- <i>Down on the Butterfly Farm</i> http://fcatt.fldoe.org/pdf/fc4rib1r.pdf</p>	<p>Students will explore different poems over the course of the next three days, and they will determine answers to comprehension questions. There will be one poem a day. Students will discuss mood, imagery, word choice, and other components of the poem.</p> <p><i>Stopping in the Woods on a Snowy Evening</i> [FCAT preparation book]</p>	<p>Students will explore different poems over the course of the next three days, and they will determine answers to comprehension questions. There will be one poem a day. Students will discuss mood, imagery, word choice, and other components of the poem.</p> <p>Excerpt from <i>Out of the Dust</i> by Karen Hesse http://www.doe.mass.edu/mcas/2006/release/g5ela.pdf</p>
<p>Day 101</p> <p>MINI-LESSON- Visualization- Poetry <i>The Raven</i> by Edgar Allen Poe (Scholastic's Research Based Reading Lessons, page 159)</p>	<p>Day 102</p> <p>MINI-LESSON- Reviews- Using Key Words to Summarize (Scholastic's Guided Reading in Grades 3-6, page 111)</p> <p>Selection- <i>Oceans in Danger- Marine Wildlife is Disappearing</i></p>	<p>Day 103</p> <p>MINI-LESSON- Reviews- Reading and Responding to Folktales (Scholastic's Guided Reading in Grades 3-6, page 117)</p> <p>Selection- <i>The Red and Blue Coat- A Trickster Tale from the Congo</i></p>	<p>Day 104</p> <p>MINI-LESSON- Reviews- Understanding Perspective and Point of View Through Inferring from a Piece of Historical Fiction (Scholastic's Guided Reading in Grades 3-6, page 125)</p> <p>Selection- <i>Sacagawea- A Teen Who Led the Way</i></p>	<p>Day 105</p> <p>MINI-LESSON- Inference- The Island of Atlantis- Students will read a selection about the island of Atlantis, and then they will devise their own theories on what happened for it to disappear forever.</p>
<p>Day 106</p> <p>MINI-LESSON Selection Discussion- <i>The Dream</i></p>	<p>Day 107</p> <p>MINI-LESSON Selection Discussion- <i>Because</i></p>	<p>Day 108</p> <p>MINI-LESSON <i>Be a Reporter</i></p>	<p>Day 109</p> <p>MINI-LESSON- <i>Miss Alaineus</i></p>	<p>Day 110</p> <p>MINI-LESSON- <i>Miss Alaineus</i></p>

<p><u>That Grows</u> http://dese.mo.gov/divimprove/assess/Released_Items/current/ca2006/04caRis06MO.pdf</p> <ul style="list-style-type: none"> -Author's Purpose -Fact and Opinion -Details -Language -Problems and Solutions -Applying Knowledge to Letters 	<p><u>of Winn Dixie Excerpt</u> http://www.doe.mass.edu/mcas/2006/release/g4ela.pdf</p> <ul style="list-style-type: none"> -Inference -Characters -Changes in Characters -Vocabulary -Summarizations 	<p>Students will listen to two different students presenting information. They will then write up the most important information like a news reporter would. They will take their information and put it in script or paragraph form.</p> <ul style="list-style-type: none"> -#1- Hurricane! -#2- Animal Rescue 	<p>http://www.readwritethink.org/lessons/lesson_view.asp?id=47</p> <ul style="list-style-type: none"> -Share the text, <i>Miss Alaineus: A Vocabulary Disaster</i>, as a read aloud with the whole class. -Brainstorm with the class a list of terms that might appear in their own vocabulary parade based upon a unit the class has just finished studying. Be prepared with your own list if the class is slow to make suggestions. If the brainstorming session takes longer allow for a time or place for students to submit ideas without cutting them off based upon the attention span of the group. 	<p>http://www.readwritethink.org/lessons/lesson_view.asp?id=47</p> <ul style="list-style-type: none"> -Present the project idea to the class. Beforehand the teacher will have to determine if the final presentation will be a parade, taped video, etc. and who the intended audience is. -Based upon the project idea ask students to take a minute on their own and review the list to determine if they think any of the words do not fit the project guidelines or if there are words that need to be added. If a test is required at the end of the unit of study, this list of vocabulary terms could be developed as a method for developing a study guide or as a review session. If this is the case, allow an extra session since the time students are attending would be too long as one session.
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<p>Day 111</p> <p>MINI-LESSON- Selection Discussion- <u>America's Best Girl</u> http://www.doe.mass.edu/mcas/2004/release/g4ela.pdf</p>	<p>Day 112</p> <p>MINI-LESSON Houghton-Mifflin Skill- Comparison and Contrast (Support for FCAT Reading and Writing, Grade 5)-</p>	<p>Day 113</p> <p>MINI-LESSON Houghton-Mifflin Skill- Words and Pictures (Support for FCAT Reading and Writing,</p>	<p>Day 114</p> <p>MINI-LESSON Houghton-Mifflin Skill- Plot (Support for FCAT Reading and Writing, Grade 5)- <i>A Hard-Won Victory</i> (page</p>	<p>Day 115</p> <p><u>Jasztalville</u> Comprehensive Achievement Test (ICAT Reading Practice) (Almost the</p>
<p>-Use the <u>Stapleless Book Tool</u> to type up the terms and present them as miniature study guides or program for the performance.</p> <p>-Have students select the term they would like to be responsible for presenting by including the following information on a note card: Name Homeroom Term you wish to represent (1st choice) Why you selected that term Term you wish to represent (2nd choice) Why you selected that term (Parade 6 reading periods from today)</p>				

<p>-Right There Q's -Sequencing/Plot -Why -Punctuation Explains Feelings -Summary</p> <p>Discuss as a class- What made Trudy's swim across the English Channel so dangerous? (We need at least 3-4 details shared!)</p>	<p><i>Alligators and Crocodiles</i> (page A19)</p>	<p>Grade 5)- <i>A Spot on the Team</i> (page A24)</p>	<p>A29)</p>	<p>entire class period)</p>
<p>Day 116 <u>Reading Chant-</u> Students will be chanting a reading chant to do well on FCAT Reading.</p> <p><u>Miss Alaineus Parade-</u> Costumes to represent reading vocabulary</p>	<p>Day 117 Last Day Before FCAT... (Approximate) FCAT Preparation PowerPoint Jeopardy (Made 2007)</p>	<p>Day 118 Post FCAT Season! Students will begin their Newbery book reading partnerships. Today will be the choosing of the book and the "Meet the Book" meeting. Mini-lessons will be shortened to 10 minutes instead of 20 for the next ten days to accommodate so the students can have time to read in their partnership. Reading time for partners will be extended to 20 minutes a day.</p>	<p>Day 119 MINI LESSON Students will learn about creative projects for their Newbery books today. They will eventually choose one with their partner (as well as complete the mandatory unit writing assignment). -Write a five-minute script based on two main events in the story. You may have up to five roles in your play, and you may choose any friends who agree to act in your play to be a part of your production. -Book Commercials- Students may also write a 2-5 minute book commercial. Students may make cereal boxes to go with the</p>	<p>Day 120 MINI LESSON Example #1- Five-Minute Script (Students may take one extra period after school for set-up purposes; a small snack will be served)</p>

<p>Day 121</p> <p>MINI LESSON Example #2- Book Commercials/Cereal Boxes (Students may take one extra period after school for set-up purposes; a small snack will be served)</p>	<p>Day 122</p> <p>MINI LESSON Example #3- Talk Show Interview with Characters (Students may take one extra period after school for set-up purposes; a small snack will be served)</p>	<p>Day 123</p> <p>MINI LESSON Example #4- Designing a PowerPoint Game Show (Students may take one extra period after school for set-up purposes; a small snack will be served)</p>	<p>Day 124</p> <p>MINI LESSON Example #5- Scrapbook/Photo Album Based on Characters and Events in the Story (Students may take one extra period after school for set-up purposes; a small snack will be served)</p> <p>By today, students should choose their partner project idea.</p>	<p>Day 125</p> <p>MINI LESSON- Break from before- How to Share Current Events and <u>Being Current with News</u></p>
<p>Day 126</p> <p>MINI LESSON- "News Pickers"-</p>	<p>Day 127</p> <p>MINI LESSON</p>	<p>Day 128</p> <p>MINI LESSON</p>	<p>Day 129</p> <p>MINI LESSON</p>	<p>Day 130</p> <p>MINI LESSON</p>
<p>commercial. -Interview with the characters- Students may set up a talk show where they have the host as well as characters in the story coming on the show to answer questions. -Students may design a PowerPoint game show for the class by writing out questions and then choosing a template from my list of templates. -Scrapbook project/photo album based on characters and events in the story</p>				

<p>Today, students will be choosing a magazine article they feel other students should read. What makes the article interesting? This will lead to the propaganda lesson tomorrow.</p>	<p><u>Persuasion/Propaganda</u> How do people persuade and use propaganda? New terms and comparison words will be discussed today.</p>	<p><u>Persuasion/Propaganda</u> Take out brochures and explain how different attractions compete with one another for business and what they put in the brochures to convince people that their destination is the greatest choice. By looking at the graphic design and text features, what is their target audience? Which adjectives as well as comparison words (-er, -est words) do the places use to be convincing?</p>	<p><u>How to Make a Fact or Fiction Sheet-</u> Students will be completing a Fact or Fiction sheet for this week's Houghton-Mifflin Nature- Friend or Foe).</p>	<p>Students will also learn how to complete the required in-class project, a literature unit. PART ONE- VOCABULARY [Describe and begin working] http://www.kyrene.org/schools/brisas/sunda/litpack/litstudy.htm -<u>Vocabulary Section</u>-list of 15-20 words from the book -<u>Thinking Cap Section</u>- 20 questions or prompts that require children to "use their heads" -<u>Literary Section</u>- one question or prompt pertaining to the elements of literature -<u>End-of-Book Projects</u>- Suggestions for writing assignments or other projects that tie into the book -<u>Internet Connection</u>- a link to an Internet site</p>
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Day 131 MINI LESSON Students will also learn how to complete the required project, a literature unit. PART TWO- THINKING CAP [Describe and begin working]	Day 132 MINI LESSON Students will also learn how to complete the required project, a literature unit. PART THREE- LITERARY [Describe and begin working; this is like the “thick questions” from before]	Day 133 MINI LESSON Students will also learn how to complete the required project, a literature unit. PART FOUR- PROJECT SUGGESTIONS [Describe and begin working]	Day 134 MINI LESSON Students will also learn how to complete the required project, a literature unit. PART FIVE- INTERNET CONNECTIONS [Describe and begin working]	Day 135 MINI LESSON Students will also learn how to complete the required project, a literature unit. PART SIX- FUN SHEET [Describe and begin working]	or sites that tie in with the story -Fun Sheet- Crossword puzzle, word search, etc.
Day 136 This is the 19 th day of Newbery books, and partners should already be done with the book. However, they are working on their required literature unit and choice fun projects. Today for our MINI LESSON, students will be discussing what they have come up with so far.	Day 137 For the last part of the year, I will be reading the novel <u>Walk Two Moons</u> for 20 minutes every day, though students will also continue to learn an important skill or prepare for something exciting in centers.	Day 138 Purple days are devoted to me reading <u>Walk Two Moons</u> for the 20-30 minute Mini-Lesson period. I allotted 15 days for reading the book.	Day 139	Day 140	
Day 141	Day 142	Day 143	Day 144	Day 145	
Day 145	Day 146	Day 147	Day 148	Day 149	
Day 150	Day 151	Day 152	Day 153	Day 154	
		<u>Reading Campout-</u> Students will bring tents (recommended to bring	<u>Reading Baseball-</u> Today, the room will be clearing out a bit for a game	<u>The Great Arrest-</u> My students “kidnap” or “arrest” one of the	

		<p>in a few days before) and read by flashlight to relax and enjoy silent reading the last week of reading class.</p> <p><u>Award Your Favorite Books</u>- Students will vote on favorite books and place their ballots in the secret "voting box". Students will determine the books that are on the ballot. Winners will be announced four days from today.</p>	<p>of "Reading Baseball". Students will have to answer a question and then have a chance to "run" around the "field". The child will hit a foam ball after he or she answers the question. All the questions are review questions having to do with mini-lesson units from this year.</p>	<p>teachers whom they had when they were younger and sentence that teacher to so many minutes of reading aloud before they return to their own class. I inform the teachers that they will be "arrested," but the students are not aware of this. I then stay in the room of the "arrested" teacher and read to his/her students. (NOTE- Make sure the teacher is able to be "arrested". Ask administration first.)</p>
<p>Day 155</p> <p>Reading Celebration- Students will receive "medallions" and "trophies" for meeting reading goals this year (they are made out of paper). They will also have an "Academy Awards"-esque ceremony in presenting which books won the book awards for the year.</p>				