

Reading Complex Texts		Writing to Texts			Research Project
1 Extended Text	5-9 Short Texts	Routine Writing	3-5 Analyses	2-3 Narratives	1 Research Project
<p>Module 2 Informational</p> <p>Informational:</p> <p>Wildfires by Seymour Simon (Lexile 990)</p> <p>Finding the Titanic by Robert Ballard</p>	<p>Literature: 3-5 Science: 1-2 Social Studies or arts: 1-2</p> <p>Article: California Summer Camps Fix Damage from Last Year's Yosemite Wildfire (Lexile 700)</p> <p>Article: Wildfires Threaten People Living Next Door to the U.S. West's Wilderness (Lexile 730)</p> <p>Digital Sources: http://www.weatherwizkids.com/weather-wildfire.htm</p> <p>Fighting Wildfires National Geographic Video Clip Multimedia Text</p>	<p>Develop & Convey Understanding</p> <p>Wildfires Students will write routinely using journals to respond to the questions:</p> <p>Essential Questions</p> <p>Cause & Effect Graphic Organizer: What are the causes and effects of wildfires?</p> <p>What is the topic of this story? Summarize the author's words using specific language from the text.</p>	<p>Focus on informing & explaining</p> <p>Wildfires Essential Question:</p> <p>Are wildfires helpful or harmful?</p> <p>Students will read /watch the following articles and take bulleted notes:</p> <p>1. Close Read:</p> <p>Article: Wildfires Threaten People Living Next Door to the U.S. West's Wilderness (Lexile 730)</p> <p>2. Watch Video Clip/Multimedia Text</p> <p>Fighting Wildfires</p>	<p>Convey Experiences, Events, and/or Procedures</p> <p>Wildfires</p> <p>1. Close Read: Article: California Summer Camps Fix Damage from Last Year's Yosemite Wildfire (Lexile 700) Narrative: Put yourself in the shoes of someone who has lost their home through a wildfire. Would you view wildfires as helpful or harmful?</p>	<p>Integrate Knowledge from Sources when Composing</p>

	<p>http://environment.nationalgeographic.com/environment/natural-disasters/wildfires/</p> <p>What Causes Wildfires? – Earth Unplugged Video Clip</p> <p>Multimedia Text https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CB4QtwlwAA&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DnoJuE3oP2II&ei=0nUQVNDQJYuONvSkgPAJ&usg=AFQjCNET9NWGs4qivwI7CreUX7USmtlLqA&bv=m=bv.74649129,d.eXY</p> <p>Literature: 3-5</p> <p>Poems: The Iceberg that Sank the Titanic by</p>	<p>How does the author support the statement, “But not all fires are bad”?</p> <p>The author writes, “A whole forest can be set ablaze from a tiny fire no bigger than the flame from a match.” Explain what this means and how this happens in your own words.</p> <p>Why is water used to fight fires?</p> <p>Why did people “aggressively” fight fires and what does the author say are the effects of this thinking?</p> <p>Describe the setting and events. What is the purpose of including this information.</p>	<p>http://environment.nationalgeographic.com/environment/natural-disasters/wildfires/</p> <p>3. Watch Video Clip/ Multimedia Text</p> <p>What Causes Wildfires? http://www.weatherwizkids.com/weather-wildfire.htm</p> <p>Students will write video notes using Video Notes Graphic Organizer to compose a summary.</p> <p>Are wildfires hurtful or helpful?</p> <p>Upon completing the research, teacher will model what a written analysis of information should look like. Students will analyze her model. From there, students will begin writing.</p>		
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Abandon means to stop doing something because there are too many problems and it is impossible to continue. What important details did the author give to support why they “abandoned” their **policy** of letting lightning fires burn naturally? Who made the decision?

Pretend you are a reporter for the evening news covering “the greatest fire-fighting effort In the history of the United States.” Write a brief report for the evening news to share verbally describing the effects of the Yellowstone fires using facts, dates, and details from the text. (Think-Pair-Share)

A mosaic is define as a group of different things that exist next to each other or together. What simile does the author use to support the “mosaic of green and black patches in the forestsYellowstone” following the fires? What is the purpose of using this description?

What evidence is there for the statement, “The green-and-black mosaic favors newly arrived plants and animals”?

How does the fire affect the animals in the area? What is the “cycle of burning and rebirth”? How does the author indicate what part of the cycle the trees are currently in?

It says, “These firefighters are not trying...”, who are *these firefighters*?

		<p>How did the author indicate he is no longer talking about Yellowstone? How important are the fires to its ecosystem. The author states: 'The Everglades need fires in order to survive'. Give evidence to support this statement. How does the author conclude <i>Wildfires</i>?</p>			
<p>Response to Reading questions for each Extended Text Cite Sources when using Text-Based Evidence</p>	<p>Poetry Close Reading Informational Text Annotated Notes</p>	<p>Mentor Sentences</p>	<p>Word Study: Greek and Latin Roots; Words in Text; Academic Vocabulary</p>	<p>Gradual Release of Responsibility (Whole Group; Small Group; Pairs)</p>	<p>Rockin' Research Poetry Questions Response to Reading Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis)</p>
		<p>Roots and Affixes Study to Decode unknown words through Paired Reading</p>	<p>Fluency practice through Daily Poetry Assignments Reader's Theater</p>		

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1 Extended Text	5-9 Short Texts	Routine Writing	3-5 Analyses	2-3 Narratives	1 Research Project
<p>Module 2 Informational</p> <p>Finding the Titanic by Robert Ballard</p>	<p>Literature: 3-5 Science: 1-2 Social Studies or arts: 1-2</p> <p>Titanic</p> <p>Literature: 3-5 Poems: <i>The Iceberg that Sank the Titanic</i> by Mike Johnson</p> <p><i>Titanic Poem</i> by Alex B.</p> <p><i>The Titanic Panic</i> by Tim, 5th Grader</p> <p>Passenger Biographies</p>	<p>Develop & Convey Understanding</p> <p>Titanic</p> <p>Students will write routinely using journals to respond to the questions:</p> <p>Essential Questions:</p> <p>Who is telling the story at this point? How do you know? (p. 83)</p> <p>What are Robert Ballard and his team trying to do? When is this happening? (p. 83)</p>	<p>Focus on informing & explaining</p> <p>Titanic</p> <p>Students will write video notes using Video Notes Graphic Organizer to compose a summary.</p> <p>Multimedia Text Titanic Footage and Survivor Interviews http://www.youtube.com/watch?v=_xKDRmhp6lQ</p>	<p>Convey Experiences, Events, and/or Procedures</p> <p>Titanic</p> <p>Passenger Point of View</p> <p>Students will create a diary booklet and write 3 diary entries from a passenger's point of view (Passenger determined by Passenger Boarding Ticket/Biography). 1st Entry- Boarding the Ship Describe what it was like the day you boarded the ship. How did you feel? Describe what you saw.</p>	<p>Integrate Knowledge from Sources when Composing</p>

What are Robert Ballard and his team trying to do? When is this happening? (p. 83)

How does the team use Argo? (p. 84)

On p. 84, Ballard thinks about the people who "survived the shipwreck.. What does this mean and why does he share this?

Who is Ruth Becker? Who is telling the story in Chapters 2, 3, & 4? (p. 85)

On the bottom of p. 85, the narrator uses 4 short sentences to describe the rooms of wealthy, or rich, first-class passengers. Combine those ideas into 1 or 2 complex sentences.

2nd Entry-
A Day on Titanic
Describe a day you spent on the ship. What did you do during this day? (Activities will vary based on the passenger's biography.)

3rd Entry-
I Am a Survivor or
I Did Not Survive
Students will describe the events that happened on the last night. If the passenger was a survivor, describe the events leading up to be rescued on the ship. If the passenger did not survive, describe the events as the ship is hitting the iceberg.

On p. 86, the narrator contrasts the rooms of the first-class passengers with the third-class passengers. Combine those sentences into 1 or 2 complex sentences.

A palace is a large and fancy building or mansion. What words and phrases does Robert Ballard use to describe the Titanic as "the floating palace"? (p. 85-87)

How did Ruth end up on a lifeboat? (p. 88)

As they rowed towards the lights of what they hoped to be another boat, Ruth saw "distress signals" being sent up from the Titanic. Rereading the text on p. 90, what are "distress signals"?

Summarize key events of Chapter 3.

Why did Ruth's eyes fill with tears of relief when she saw her mother, brother, and sister on the rescue ship? (p. 94)

When Ballard's team found a bit of the Titanic with the Argo, why did they feel excited and sad? (p. 95)

Compare the functions of Argo, Alvin and J.J., the tools the team uses while exploring the Titanic.

“We explored most of the great wreck over the next few days.” How is the word *great* used? How can a shipwreck be great? (p. 99)

The team placed two plaques, or flat markers, engraved with words, on the Titanic before they left. What did the plaques mean?

Reading Complex Texts		Writing to Texts			Research Project
					1 Research Project
<p>A Christmas Carol by Charles Dickens</p>	<p><i>The Grinch Who Stole Christmas</i> by Dr. Seuss</p> <p>Charles Dickens Biography Information www.bbc.co.uk/drama/bleakhouse/animation.shtml</p> <p>www.bbc.co.uk/history/historic_figures/dickens_charles.shtml</p> <p>Powerpoint http://nerdyteachereconfessions.edublogs.org/units-and-lesson-plans/christmas-unit-christmas-cranks/</p>	<p>Develop & Convey Understanding</p> <p><i>Students will write routinely using journals.</i></p> <p>TTW tell the students that this week they will be learning about Christmas Cranks, people who are not so jolly during this Christmas season. TTW tell students they will brainstorm ideas about this time of year that would make someone happy. TTW have students create a persuasive writing persuading these cranks to enjoy this holiday season.</p>			<p>Integrate Knowledge from Sources when Composing</p> <p>Integrate Knowledge from Sources when Composing</p> <p>Author Study- Students will compose a timeline and a summary of Charles Dickens using information from research.</p>

TSW be reading A Christmas Carol in reading so students have learned all about Scrooge by now and his relationship with the Cratchitts. TTW remind students about friendly letter writing. TSW write a letter from Scrooge to Bob Cratchitt apologizing for the awful way he has treated him. TSW create this letter based on things they have learned in the book.

TSW write a narrative entitled: Scrooge: Rude or Misunderstood? TSW have to look at the text and determine if Scrooge was really mean or if things in his life caused him to be rude. TTW create a teacher model to show students how to do this. TSW present their narratives.

Write a compare and contrast essay about Scrooge and The Grinch.

TSW write a summary of the story.
TSW write a news report about The Polar Express. TSW imagine they are an elf from the North Pole working for The North Pole Gazette. They are reporting on the Christmas Eve celebration and the recipient of the first gift of Christmas.

Students will watch The Polar Express. The students will compare and contrast the movie and the book using a Venn diagram.