

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 3 Literature</p> <p>My Father’s Dragon by Ruth Stiles Gannett</p> <p>RL 4 L4, 5 Vocabulary</p> <p>RL 1, 2, 3</p> <p>The theme for the semester is life lessons: friendship, perserverance, and survival.</p>	<p>Literature: 3-5 Science: 1-2 Social Studies or arts: 1-2</p> <p>Literature: What to Feed a Dragon (Poem) Raising Dragons (text – read aloud) Read aloud: Where the Wild Things Are by Maurice Sendak</p> <p>Science Informational article with accompanying video - Komodo Dragon Facts For Kids Komodo Dragon Diet & Habitat: http://animalstime.com/komodo-dragon-facts-kids-komodo-dragon-diet-habitat/</p> <p>Links to articles found on www.kidsplanet.org for the following animals: american crocodile, gorilla, and lion.</p>	<p>Develop & Convey Understanding</p> <p>The students will write routinely to respond to the following questions in their journals:</p> <p>Essential Questions: How can made – up stories with imaginary characters teach important things about real life?</p> <p>What other way could the animals have crossed the river without taking the dragon as a slave?</p> <p>What was the most memorable part of the book for you and why?</p>	<p>Focus on informing & explaining</p> <p>Opinion Piece: Elmer encountered many dangerous animals on his journey to rescue the dragon. In your opinion, do you think Elmer should have embarked on the dangerous journey to save the dragon? Why or Why not? Cite evidence from the story to support your opinion. W 1, 2 Opinion Piece</p> <p>Poem: What to Feed a Dragon by Kimber Krochmal Write a brief summary of the poem, and explain how the author uses stanzas to convey the message of the poem?</p>	<p>Convey Experiences, Events, and/or Procedures</p> <p>After reading aloud Houghton-Mifflin’s <u>Raising Dragons</u>, TSW write and illustrate an adventure story about a dragon.</p> <p>At the conclusion of <u>My Father’s Dragon</u>, it is evident that Elmer and the dragon will never return to Wild Island. Therefore, TSW write the next chapter describing where they will go and the adventures they will encounter there.</p> <p>W 4, 5, 6 Writing Process</p>	<p>Integrate Knowledge from Sources when Composing</p> <p>TSW create a brochure or a poster integrating facts/information found in the scavenger hunt. The project will include 3 facts , illustrations, and any other interesting findings of choice.</p> <p>TSW create a lap book as an ongoing project throughout the unit to be used as a PBA upon completion. This project will include all components of module C: http://www.homeschoolshare.com/my_fathers_dragon.php</p> <p>W 7 , 8, 10 Research to build and present knowledge</p>

Social Studies:
Komodo island article
and map

Close reading strategy
questions for Komodo
Island article:

- How did the island
of Komodo get its
name?
- What does the
word
“descendants”
mean as it is used
in the article?
- According to the
passage, who first
reported sightings
of a mysterious
creature on the
island?

L 1, 2, 3, 6
Incorporate grammar
into writing activities

**After the teacher
reads aloud Where
the Wild Things Are,**
TSW compare and
contrast this story with
My Father’s Dragon
(extended text) in
writing.

RL 7, 9
Compare and contrast
important points/key
details

Response to Reading questions for each Extended Text Cite Sources when using Text-Based Evidence	Poetry Close Reading Informational Text Annotated Notes	Mentor Sentences	Word Study: Greek and Latin Roots; Words in Text; Academic Vocabulary	Gradual Release of Responsibility (Whole Group; Small Group; Pairs)	Rockin' Research Poetry Questions Response to Reading Mentor Presentations and Student Presentations (i.e. Grandparent Tea; Historical Figure; Character Analysis)
		Roots and Affixes Study to Decode unknown words through Paired Reading	Fluency practice through Daily Poetry Assignments Reader's Theater		