

## Template for Illinois Reads Curriculum Plan Illinois Reads Books

### Introductory Information

<b>Submitted by</b>	<i>Caitlyn Schluep</i>		
<b>Title of Book</b>	<i>Cupcake Cousins</i>		
<b>(Optional) Additional Texts</b>	<i>N/A</i>		
<b>Title of Unit</b>	<i>IL Reads: Cupcake Cousins</i>		
<b>Grade level (interest)</b>	<b>3<sup>rd</sup> (the content and story seem to be focused at a younger grade even though the reading level is higher)</b>	<b>Reading Grade level</b>	3 <sup>rd</sup> through 5 <sup>th</sup>
<b>Lexile Level</b>	<b>860L</b>	<b>Guided Reading level</b>	Q
<b>A. Purpose for Instruction/ Essential Questions</b>	<p>The purpose of this unit is to help students better understand the story through various activities and standards. The students will understand that questioning the text helps show a deeper understanding of the plot. They will also understand how illustrations and characters help contribute to the overall book. Students will form opinions and be able to defend them to the class. This unit also allows students to chance to show a deeper understanding of the research based strategies and a chance to practice them in the classroom. Smartboard pages are designed with student discussion involved, this allows the students a chance to debate their opinions if another student does not agree with them. The summative assessment allows the students to get creative and show their understanding of the text.</p> <p>Essential questions</p> <ul style="list-style-type: none"> <li>• How does questioning the text help us better understand what we read?</li> <li>• How do illustrations add the overall understanding of the story?</li> <li>• Why are specific character traits necessary to the story?</li> <li>• How can we use a text to form opinions and views on broader topics and themes?</li> </ul>		

**B. Alignment to the depth of the Common Core – Standards addressed and assessed**

<b>CCSS ELA Standards</b>	<p>Lesson One <u>CCSS.ELA-LITERACY.RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Lesson Two <u>CCSS.ELA-LITERACY.RL.3.7</u> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>Lesson Three <u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>Lesson Four <u>CCSS.ELA-LITERACY.W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons</p>
---------------------------	--

**C. Student Learning Outcomes – Targeted standards in Student Friendly Language**

- Students will examine the beginning of the book by answering and asking question.
- Students will use visualization to picture specific aspects of the book, and will use descriptive language to describe the details in the images found in the text.
- Students will understand the different characters of the book and how each of their character traits adds to the story and makes it unique.
- Students will form opinions on the book and then defend their views by finding details in the text that support their individual ideas.

**D. Text Sections to be read closely with plans to support reading and discussion**

Lesson 1: chapters 1 – 2

Lesson 2: chapters 6 – 7

Lesson 3: chapter 14

Lesson 4: chapters 22 – 23

**Academic  
Language to be  
supported at  
word, syntax  
and discourse  
levels**

- Mischievous
- Scowl
- Saugatuck (location)
- Clambering
- Fiancé
- Toast (speech)
- Hesitant
- Precise

**Vocabulary  
Tier 2 Words**

**Tier 3 Words**

**Bloom's Levels Addressed: (Check all that apply)**

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Remembering   | <input type="checkbox"/> Analyzing  |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Evaluating |
| <input type="checkbox"/> Applying      | <input type="checkbox"/> Creating   |

**E. Instructional Supports**

<b>Research Based Strategies</b>	<ul style="list-style-type: none"><li>• Making connections</li><li>• Questioning</li><li>• Visualization</li><li>• Determining importance</li></ul>
----------------------------------	---

<b>Smartboard Strategies</b>	<p>Lesson one: Students will be asking and answering questions from the first few chapters of the book. Students will support their answers by finding them from the text.</p> <p>Lesson two: Students will be using key description words to describe images that appear in the specific chapters.</p> <p>Lesson three: Students will be filling out a character map with the name of the character, their characteristics, and what specific tasks they complete in the book.</p> <p>Lesson four: Students will be forming ideas about the ending of the book and then debating their views and opinions with the rest of the class.</p>
------------------------------	--

**F. Assessment (Align to Section B)**

<p><b>Formative</b></p>	<p>Formative assessments will include the individual activities that align with each lesson. In addition there will be informal checks for understanding.</p> <p>Informal assessments</p> <ul style="list-style-type: none"> <li>• Turn and talk</li> <li>• Sharing out with the class</li> <li>• Writing assignments</li> <li>• Checks for understanding</li> </ul>
<p><b>Summative</b></p>	<p>Students will create a book review with details and ideas that are supported by the text. While the students are creating the book review they will need to pull specific information from the text to support their ideas in order to ensure that the viewers are getting the appropriate information about the story. The students will be able to provide multiple sources of information. They will include information from the start of the book, the middle of the book and the end of the book.</p>

**Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and Smartboard Notebook original interactive materials**

<p><b>Procedure</b> <b>Lesson One</b></p> <p><b>Smartboard</b> <b>pages:</b></p>	<p>***This is a lesson to be taught with <u>chapters 1 and 2</u> of the book</p> <p>***This could be done as a whole group, small group, or individual lesson.</p> <p>Lesson Development</p> <ul style="list-style-type: none"><li>• After the first two chapters of the book are read, have the students think of any questions that they had while reading the story</li><li>• After the students have time to individually think of questions they have, have them turn and talk to a partner about what they were thinking</li><li>• When individual thinking and group sharing is completed, have students share out their questions with the entire class, compile a list of questions to be used for this lesson (this list of questions can continue to grow as the students read more of the book, add questions as students think of them)</li><li>• After the list of questions is compiled, see if any of the students are able to answer the question. This can be done through a knowledge and understanding of the book.</li><li>• If students do not know the answer off the top of their head, have them search through the first two chapters to see if they can find the answer in the text of the book</li><li>• Once the questions on the board are answered transition to the smart board activity (instructions posted below) that is provided</li></ul> <p>Smartboard Instructions</p> <ul style="list-style-type: none"><li>• Pull the smartboard page on the board (image of the page posted below)</li><li>• Read through the questions that are shown and the possible answers</li><li>• Allow the students to go and match the answer to the correct question</li><li>• Once all of the questions have the appropriate answer have the students find when the answer is stated in the text of the book</li><li>• When the students find where the answer is in the text, have them write the page number next to the appropriate question and answer</li></ul>
--	---

## Match the Question to the Answer.

Question	Answer	Page
Where is Willow and her family going on vacation?	She greets the rest of her family	
Why doesn't Willow want to go on vacation?	Aunt Rosie's wedding	
What does Willow do when her family gets to their destination?		
What is Willow and Delia's plan?		
She does not want to be a flower girl		
They want to help cater the wedding		

**Procedure**  
**Lesson Two**

\*\*\*This is a lesson to be taught with chapters 6 and 7 of the book

**Smartboard**  
**pages:**

\*\*\*This could be done as a whole group, small group, or individual lesson

Lesson Development

- Before the students start to read chapters 6 and 7, tell them to focus on the images that appear on the pages and the images that appear in their mind as they are reading
- After the chapters are read, have the students describe, in detail, the images that appear in the text on pages 67, 74, and 83
- After describing the images that are given to the students in the text, have them visualize a specific part of the text that struck them as interesting or unique in terms of description
- Once the students have a general visualization of a part of the story, have them draw it out with as much detail as possible
- Once students complete the visualization activity, transition to the smartboard activity (instructions posted below)

Smartboard Instructions

- Pull the Smartboard page onto the board (image of the page below)
- Have the students take in the images that are shown. They should be able to recognize them from chapters 6 and 7 of the book
- Have the students take a moment to think about the words that are provided on the page and if they can be used to describe any of the images that are shown
- Have the students come and move the description words to the appropriate image (some words will be used more than once)
- Once all of the words provided have been used, allow the students to write any words that they would have used to describe the images themselves
- If students are having a hard time with the activity, allow them to reference the book in order to reread the passage the corresponds with the image



movement  
action  
adventure

Scared  
friendship  
family

messy  
run down  
overflowing

fun  
empty  
abandoned

disaster  
outdoors  
nature

**Procedure  
Lesson Three**

\*\*\*This is a lesson to be taught with chapter 14 of the book

**Smartboard  
pages:**

\*\*\*This could be done as a whole group, small group, or individual lesson

Lesson Development

- After the completion of chapter 14, have the students brainstorm all of the characters that have appeared in the story thus far
- Focus on the main characters (Willow, Delia, Sweet William, Cat, etc.) when brainstorming
- When a list of characters is created, have the students brainstorm the specific character traits that each of them possess and how that contributes to the personality of the character
- Let the students discuss the ways in which the characters influence the activities and actions that have happened in the story so far
- To have the students better connect with this activity, have them discuss what makes them unique and the ways that their character traits affect their life
- Once the character traits are discussed, transition to the smartboard activity (instructions posted below)

Smartboard Instructions

- Pull the Smartboard page on the board (image of the page posted below)
- Have the students look at the pictures of the characters that are shown
- Have a group of students come and name each of the characters that are provided
- Have the rest of the students come and write descriptions of the character. These can include physical features or features of their personality that contribute to the story
- Once the chart is complete, have the students go and circle any of the descriptions that can apply to two or more of the characters shown
- Allow students to reference back to the text if they need more examples



**Procedure  
Lesson Four**

\*\*\*This is a lesson to be taught with chapters 22 and 23 of the book

**Smartboard  
pages:**

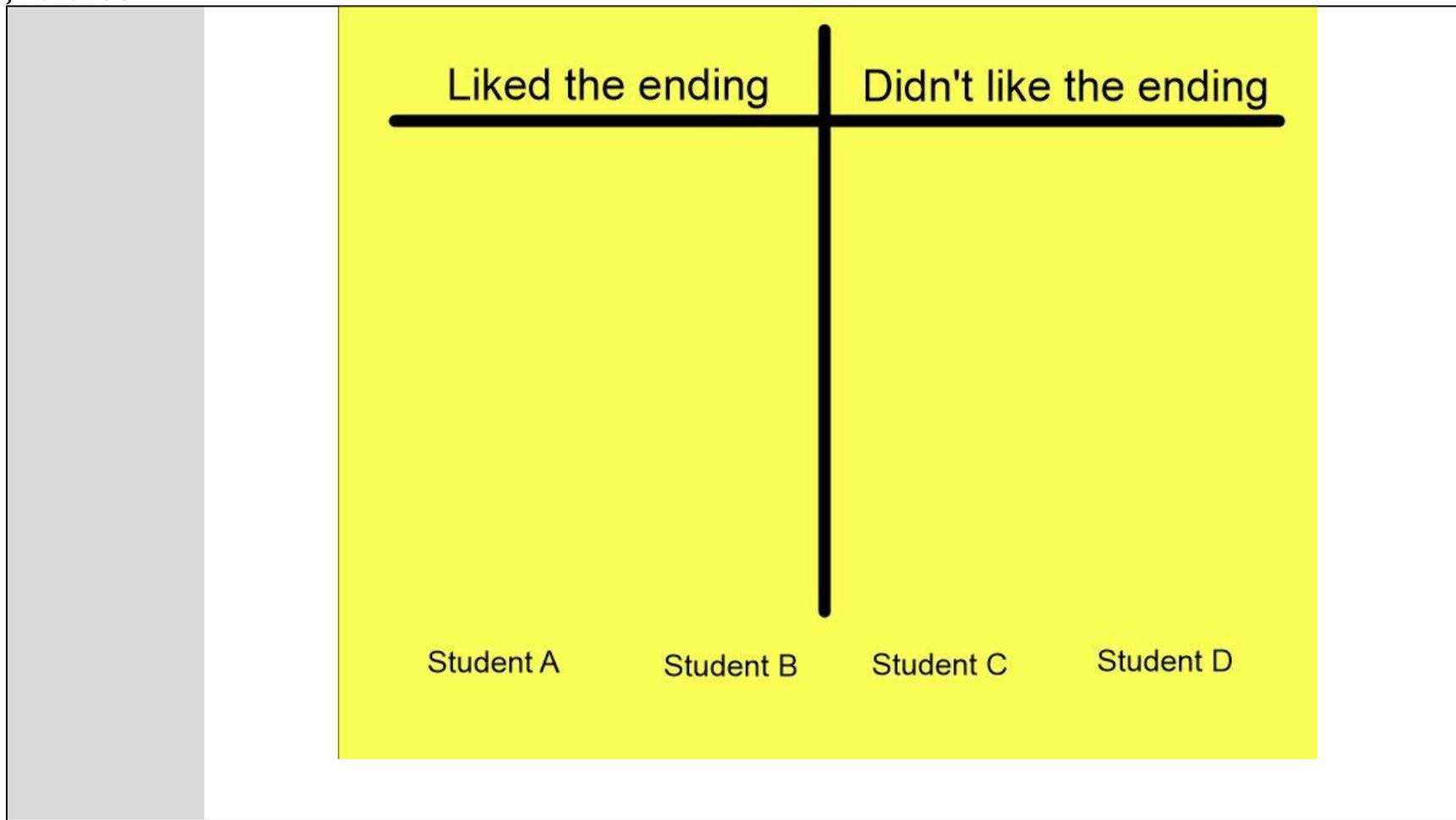
\*\*\*This could be done as a whole group, small group, or individual lesson

Lesson Development

- After the book is completely finished, explain to the students that they will be doing a writing assignment that will require them to write about the conclusion of the book
- While writing, the students should write about how the story ended and whether or not they would have concluded the book in a similar fashion
- When the students are writing, they should be able to pull examples from the book to support their ideas and views on how the story ended
- Once the students have completed their opinion pieces, have them share out what they thought of the book
- Have students defend their view and opinion
- Once all of the students have shared out their opinion pieces transition to the smartboard activity (instructions posted below)

Smartboard Instructions

- \*\*\*before you do this activity change the names that appear on the smartboard to fit the names of your students
- Pull up the smartboard page (image of the page posted below)
- Have the students go and move their name to the appropriate section (liked the ending, didn't like the ending)
- Once all of the students have moved their name to the section that want, have the students meet with the people that were in the same section
- Have them meet and discuss their views on the ending of the book and the book as a whole
- Allow the students to share out with the class
- If needed, allow students to switch their original answers if the discussion made them change their mind



<b>Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)</b>	<p>Formative assessments</p> <ul style="list-style-type: none"><li>• For the individual lessons the formative assessments will most likely be informal. This can be done by talking with students individually and as a whole group.</li><li>• Students will be able to ask and answer question about the story, this would show their comprehension of the story while they read (linked to <a href="#">CCSS.ELA-LITERACY.RL.3.1</a>)</li><li>• Students are going to draw images that they are visualizing while they read (linked to <a href="#">CCSS.ELA-LITERACY.RL.3.7</a> )</li></ul> <p>Summative assessment</p> <ul style="list-style-type: none"><li>• Students will create a book review where they will pull specific aspects from the study to support their point of view. They will provide reasoning for their opinion of the book, good or bad, in an attempt to help future students either choose to read or ignore the text. Once the book review is completed, the students will share out with the class and try to further defend their review of the story. By doing this, the students will show a deeper understanding of the text and show how they were able to use the text to support their reasoning for their specific reviews (linked to <a href="#">CCSS.ELA-LITERACY.W.3.1</a>)</li></ul>
--	--