

S19 Template for Illinois Reads Final Curriculum CIEP 329  
 Illinois Reads Books

<b>Title of Book</b>	<i>Weird Little Robots by Carolyn Crimi</i>		
<b>Title of Unit</b>	Robots, Robots, and more Robots!		
<b>Grade level (interest)</b>	<b>4<sup>th</sup> grade</b>	<b>Reading Grade level</b>	2 <sup>nd</sup> -3 <sup>rd</sup> grade
<b>Lexile Level</b>	600L (420L-820L)	<b>Guided Reading level</b>	N/A
<b>A. Purpose for Instruction/ Essential Questions/ Theme</b>	<ul style="list-style-type: none"> <li>◦ Purpose/Rationale: This lesson is crafted to help students practice making predictions and reflecting on them. As well as, dive deep into a character study, learn about figurative language, and practice summarization.</li> <li>◦ Essential Questions:                             <ul style="list-style-type: none"> <li>◦ How does the use of figurative language help the author get their message across?</li> <li>◦ How can I make informed predictions based on preliminary information?</li> <li>◦ What information is necessary when summarizing a text? What information is not?</li> </ul> </li> </ul>		

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

<b>CCSS ELA Standards [Reading, Writing]</b>	<ol style="list-style-type: none"> <li>1. CCSS.ELA-LITERACY.RL.4. 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. 2. CCSS.ELA-LITERACY.L.4.5. A Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>3. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>4. CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</li> </ol>
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**C. Student Learning Outcomes – Targeted unit goals**

<ul style="list-style-type: none"> <li>• Students will be able to recall key details from the novel to successfully provide a summary of the story.</li> <li>• Students will be able to successfully identify figurative language and understand its importance within a text.</li> <li>• Students will be able to make informed predictions about the text based on evidence that is found within the novel.</li> <li>• Students will be able to identify what information is important when summarizing or recalling information from the novel.</li> </ul>
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**D. Text Sections to be read closely with plans to support reading and discussion – identify pages**

<p><b>Lesson 1:</b> pages 1-61  <b>Lesson 2:</b> pages 61-121  <b>Lesson 3:</b> pages 121-181  <b>Lesson 4:</b> pages 181-240</p>
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<p><b>Academic Language to be supported at word, syntax and discourse levels</b></p> <p><b>Vocabulary</b>  <b>Tier 2 Words</b>  <b>Tier 3 Words</b></p>	<ul style="list-style-type: none"> <li>• <b>Tier 2 Words</b> (examples): <i>bursting, exterior, fascinating, glinted, shrieking, scampering, firmly</i></li> <li>• <b>Tier 3 Words</b> (examples): <i>birdhouse, pendulum, rooftop, chimney, Halloween</i></li> </ul> <p>Many of these words can be supported through imagery at the word level, such as: birdhouse, pendulum, rooftop, and chimney.          The majority of the Tier 2 words will need further support with pronunciation, definition, and how to use and understand them in literature. This can be done through word association and the inquiry of synonyms and antonyms.</p>
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<p><b>Bloom's Levels Addressed: (Check all that apply)</b></p>	
<p><input checked="" type="checkbox"/> Remembering</p> <p><input checked="" type="checkbox"/> Understanding</p> <p><input checked="" type="checkbox"/> Applying</p>	<p><input checked="" type="checkbox"/> Analyzing</p> <p><input checked="" type="checkbox"/> Evaluating</p> <p><input checked="" type="checkbox"/> Creating</p>

**E. Instructional Lessons**

<p><b>Research Based Strategies [Tied to STW &amp; standards]</b></p>	<p>List the strategies that you plan to emphasize:</p> <ul style="list-style-type: none"> <li><b>Making inferences</b> (<i>Lesson 1</i>)</li> <li><b>Determining importance</b> (<i>Lessons 2 &amp; 3</i>)</li> <li><b>Summarizing and synthesizing</b> (<i>Lesson 4</i>)</li> <li><b>Comprehension</b> (<i>Lesson 4</i>)</li> </ul>
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**Interactive activities for each lesson**

**Lesson Plan #1:**

In small groups, students will discuss and fill out a graphic organizer about what they think will happen next based on evidence from the book. This will take place before writing their Padlet post to help students formulate their thoughts.

**Lesson Plan #2:**

Students will go through their copy of the book and pick out a simile or metaphor that stands out to them. After they found one that interests them, they will turn and talk with an elbow partner about what it means and why it is important to the novel.

**Lesson Plan #3:**

Students will work together in small groups (arranged to ensure group members all did not create a profile for the same character) on a master list of characters that include a brief description of each character encountered so far.

**Lesson Plan #4:**

Students will work independently to reflect on the novel on a sheet of paper or in their reading journals. Students should be sure to include quotes, key details and plot points, characters; to successfully summarize what happened in the book. As well as to serve as a warm-up for the summative assessment.

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

**Lesson 1:**

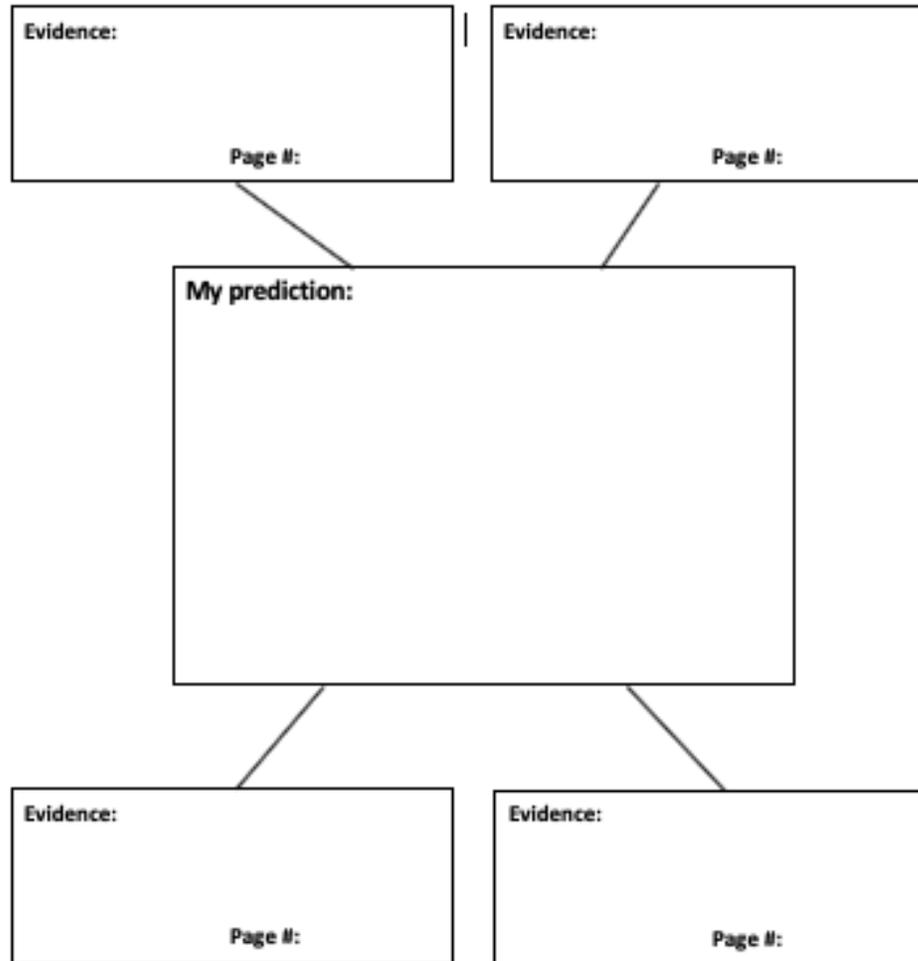
<p><b>Objective:</b></p>	<p>Students will combine their thinking with key details from the text to support their inferences about what will happen next.</p>
<p><b>Procedure Lesson One:</b></p>	<ol style="list-style-type: none"><li>1. The teacher will lead a discussion reviewing what happened during this part of the novel and spending time reviewing close reading strategies such as: Stop &amp; Jot, re-reading, and making connections. That way it is clear to the students how to identify important information in the text as well as aid with their overall comprehension of the text. <b>(I do).</b></li><li>2. The whole class will participate in a discussion and record answers to the following questions on post-it notes and place them around the room on their respective anchor charts. This is a wonderful way to track student thinking and a way to record information to refer back to later on in the unit. <b>(We do).</b><ol style="list-style-type: none"><li>a. <i>What information have learned that is seemingly important to the rest of the story?</i></li><li>b. <i>What are the names of the characters that were introduced? What do we know about them so far?</i></li><li>c. <i>Where is this story taking place?</i></li><li>d. <i>What about the story so far do you find interesting? Give specifics!</i></li></ol></li><li>3. In small groups, or individually, students will discuss what they think will happen next based on evidence from the book. This should look like group collaboration on the graphic organizer below prior to completing an individual Padlet post. <b>(You do).</b></li></ol>

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**What's Going to Happen Next?**

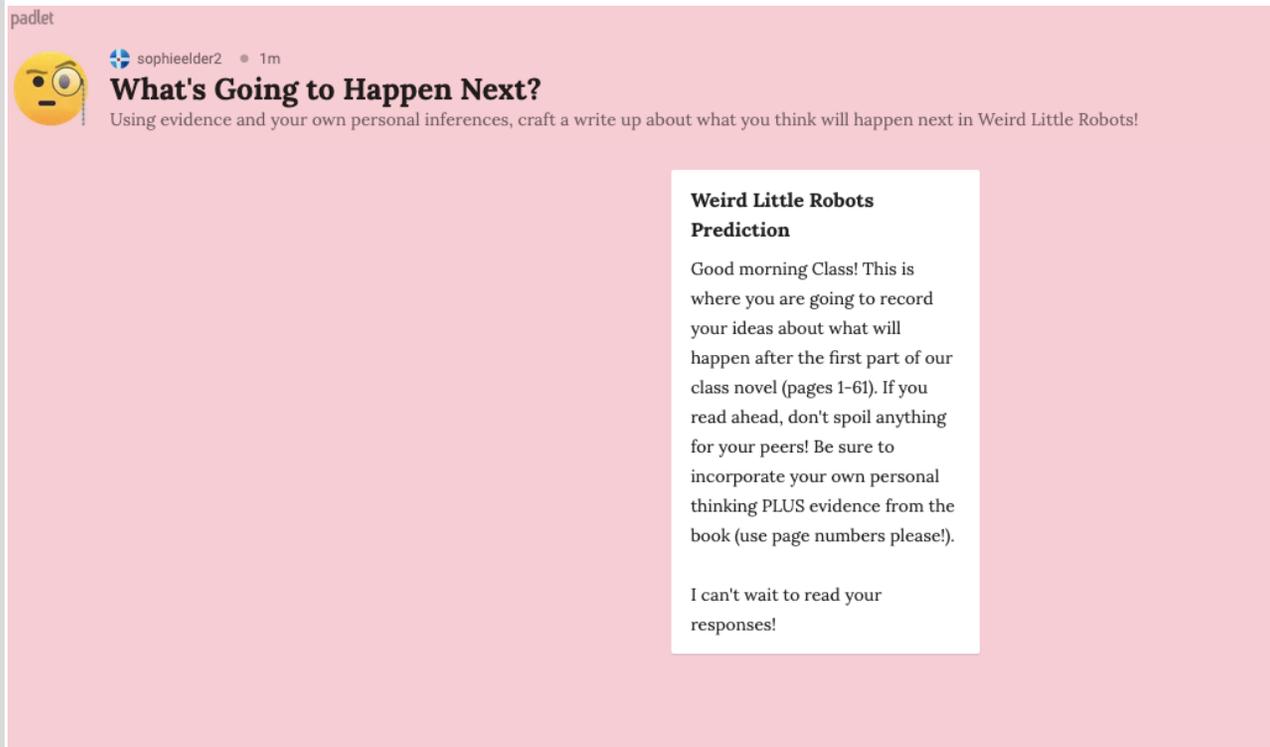
*Please use the graphic organizer below to help organize your thoughts before writing your Padlet post!*



**Technology pages:**

Students will work independently use Padlet to record their inferences about what will happen as they continue to read through the text. Their responses should be thoughtful and tie in explicit examples from the section that they read—preferably using quotes—and then drawing connections from the evidence to their prediction. If technology is not readily available, this activity can also be done on post-it notes or in reading journals. This activity allows for student produced work to be displayed within the classroom and be used to curate whole-class discussions.

([www.padlet.com](http://www.padlet.com))



**Lesson 2:**

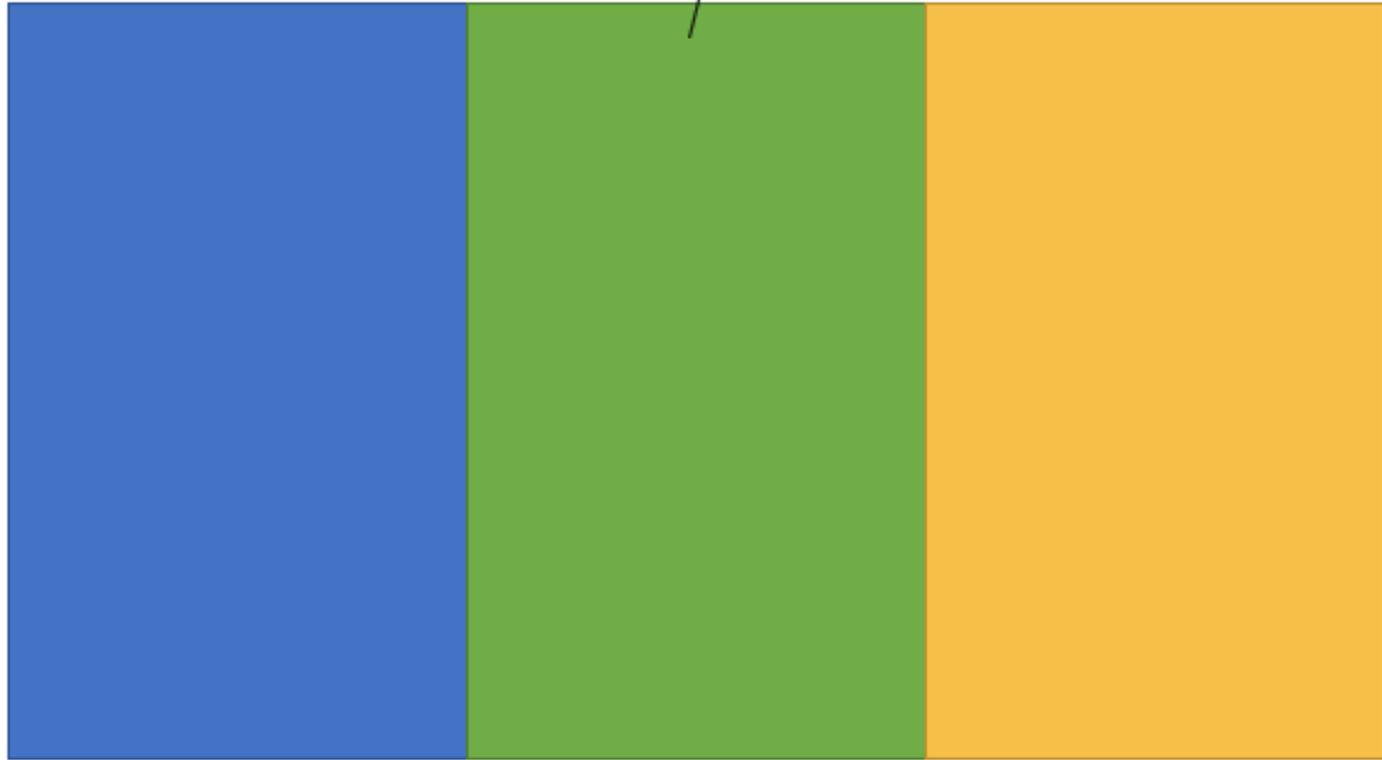
<b>Objective:</b>	Students will be able to identify what a simile and/or metaphor looks like in the text, what it means, and why they think the author chose to use it.
<b>Procedure Lesson Two:</b>	<ol style="list-style-type: none"><li>1. A teacher led crash course centered around similes and metaphors will occur. Making sure the students foundation with these two forms of figurative language is solid. The teacher will also demonstrate finding figurative language by placing a Post It note by an example of figurative language in the text and labeling it either: metaphor, simile, or descriptive, and then explaining what it means in the context of the text. <b>(I do).</b></li><li>2. The teacher will read a preselected passage that has either a simile or metaphor; students will then indicate for the teacher to stop reading when they reach figurative language. A whole class discussion will commence to discuss the meaning of the simile or metaphor; discussing the type of figurative language it is and what it means in regard to the story. <b>(We do).</b></li><li>3. Students will go through their copy of the book and pick out a simile or metaphor that stands out to them. After they found one that interests them, they will turn and talk with an elbow partner about what it means and why it is important to the novel. <b>(You do).</b></li></ol>
<b>Technology pages:</b>	The teacher will pick out figurative language, specifically similes and metaphors, and will ask students to categorize them successfully. The graphic organizer below is intended to be projected on the board, and color-coded post it notes should be distributed to the students. Then, a list should be handed out to students with a list of figurative language examples that are numbered. Students will then write the number associated with the sentence and stick it on a column based on color and definition (i.e. blue is correlated to simile, therefore a blue Post It with the corresponding number should be placed there; meaning, a blue Post It does not go in the yellow column).

**Blue = Simile**

**Green= Metaphor**

**Yellow= Neither**

*Grab your post-its and start sticking! (Make sure to put your name on the back 😊)*



**Lesson 3:**

<b>Objective:</b>	Students will be able to describe, with evidence, a character in the story with great detail.
<b>Procedure Lesson Three:</b>	<ol style="list-style-type: none"><li>1. The teacher will demonstrate how to fill out the template, and how to find important information about characters within the text. The teacher will use information about a well-known character not associated with the book, or about themselves, to demonstrate what types of information should be included in the character study.</li><li>2. The teacher and the students will work together to create a “master” list of characters for the class to choose from. The three main characters that should be included at a minimum are: <i>Penny Rose, Lark, at least one robot, and the science club president.</i></li><li>3. Students will work together in small groups (arranged to ensure group members all did not create a profile for the same character) on a master list of characters that include a brief description of each character encountered so far. This can be organized by assigning a character to each table group, numbering the students off, and then having them form new groups to discuss their characters.</li></ol>
<b>Technology pages:</b>	Students will work together in pairs to create a Facebook/MySpace/Whatever-the-kids-are-using-these-days Profile for one of the characters in the novel, a character of their choice. The profile should include important information about their personality, age, appearance, etc. Students should also put on their imagination caps and create a biography in lieu of what they think that character would say, including information that is applicable to the character. Another layer of technology can be incorporated if students are asked to create a BitMoji that resembles the character. If technology is not readily available, this activity can be done on pen and paper.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**MyBook Profile** 

*Fill out the template below about one of your favorite characters! Be sure to draw your profile picture so that others can recognize you.*



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Favorite thing to do: \_\_\_\_\_

Who is my best friend? \_\_\_\_\_

Where am I from? \_\_\_\_\_

**A little bit about me!**

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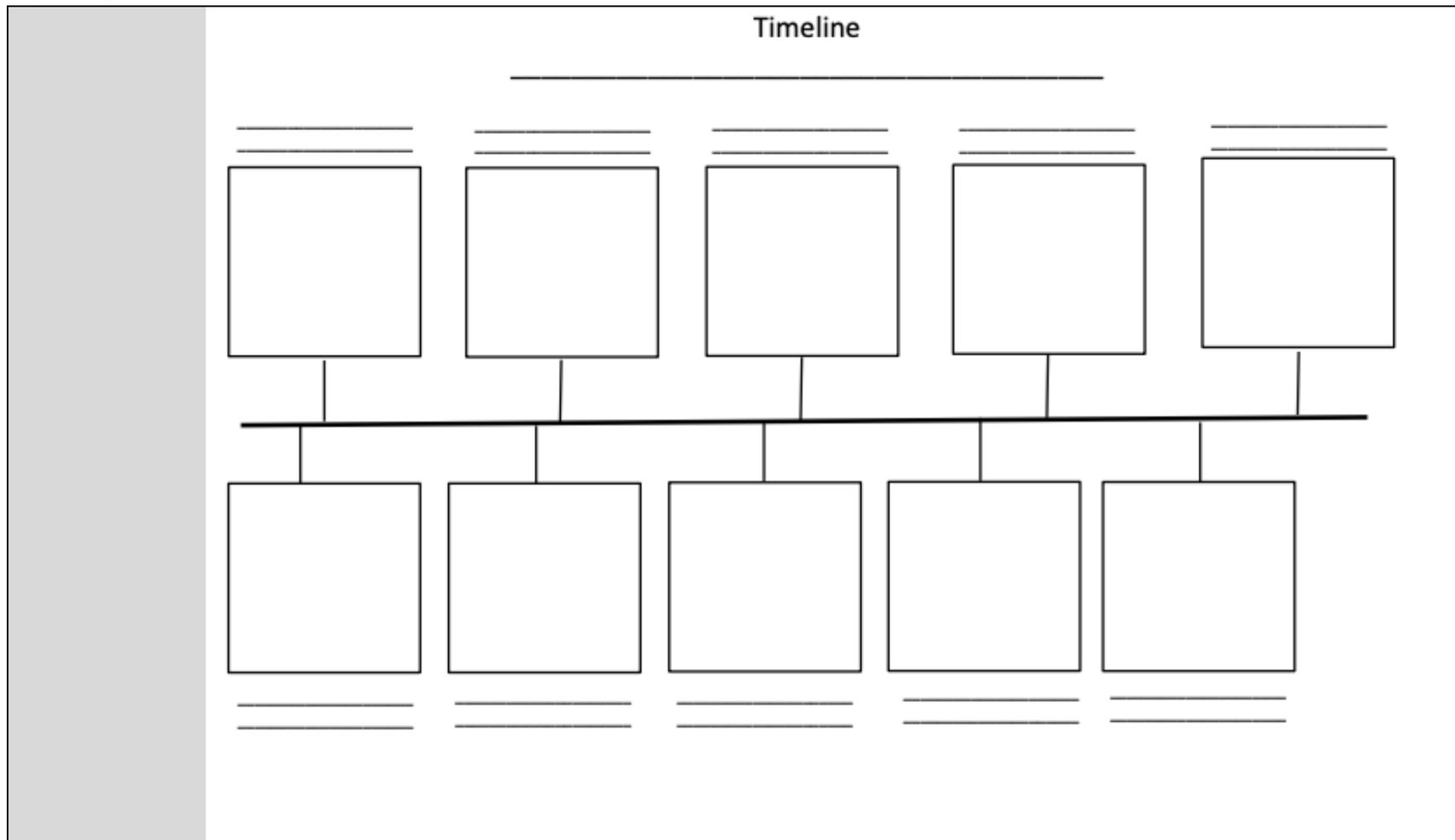
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**Lesson 4:**

<b>Objective:</b>	Students will be able to determine the theme of the novel in the form of a conclusion statement that summarizes the text.
<b>Procedure Lesson Four:</b>	<ol style="list-style-type: none"><li>1. The teacher will introduce the idea of a timeline and the logistics of how it works. The teacher will provide an example of a timeline using the chronological order of the school day. The teacher will use the same template and fill in the blanks based on the classrooms' school day. <b>(I do).</b></li><li>2. The teacher will call on a couple volunteers to kick start the timeline activity, prior to establishing the first event from the story. Students will take turns filling in a blank, possibly using the text as reference if absolutely necessary; but the goal is to have the students to recall events from the story independently from the text itself. <b>(We do).</b></li><li>3. Students will then use the information that they collaborated on to independently summarize the novel as a whole. Students should be sure to include quotes, key details and plot points, and character names and descriptions (if applicable). <b>(You do).</b></li></ol>
<b>Technology pages:</b>	As a whole class, students will work together to put together the timeline of the novel. On the smart board, important events are pre-generated but not in chronological order. Students will take turns moving and/or writing blurbs (or pictures) about the novel in order, with the teacher placing the first key event, and then asking for volunteers to work to complete the timeline. If technology is not readily available this can look like students creating a timeline on a large roll-out sheet of paper; or if technology is limited a template of a timeline can be projected on to the board and students can tape the events in chronological order along the template.



**Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)**

**Summative Assessment Summary:**

Students will use all of the information that they have collected since the start of the novel to construct a conclusion statement. This would be a partner project in which two students will work together to find evidence (in the form of quotes) to determine the culminating theme of the novel as well as to summarize the text. Eventually, students will share out to their peers about what they found; students can choose how they share out as long as there is an appropriate write up associated with it. Meaning, it could be an art project, theatrical performance, PowerPoint, song, etc. *See rubric below.*

**All of the formative assessments can also be projected so that students can complete it in a reading journal, or can be done online by the students.**

**Lesson Plan 1 Formative Assessment (summary):**

Before leaving class, students will be expected to fill out an exit ticket that will ask them to elaborate on their favorite part of this section (therefore, the activities are not repetitive but still encourage reflecting on the reading).

**Name:**

Put your predicting cap on! Based on your thinking and evidence found in the book...what's going to happen next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson Plan 2 Formative Assessment (summary):**

Before leaving class, students will be expected to fill out an exit slip that is similar to the conversation that they had with their elbow partner. They will be asked to transcribe the quote that they chose (including page number), explain what it means, and why they think it is important to the text.

**Name:**

Put your analyzing cap on! Use your best descriptive language to describe a NEW character (different than your MyBook character)


**Lesson Plan 3 Formative Assessment (summary):**

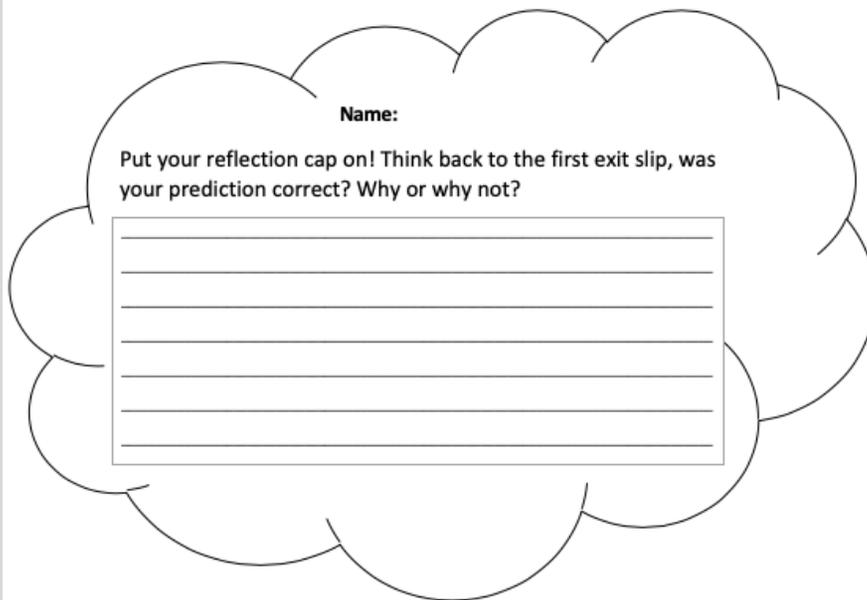
Before leaving class, students will be expected to complete an exit ticket that asks them to describe a character (different from the one their partnership chose) or setting in/of the novel with descriptive language. Students are also encouraged to draw their ideas as well.

**Name:**

Put your reflection cap on! Think back to the first exit slip, was your prediction correct? Why or why not?


**Lesson Plan 4 Formative Assessment (summary):**

Before leaving class, students will be expected to complete an exit ticket that asks them to reflect on their prediction from Lesson #1. Guiding questions include but are not limited to: What was my initial prediction? Was I correct? How did the story differ from my prediction? Did I expect the story to end this way and why?



**Name:**

Put your reflection cap on! Think back to the first exit slip, was your prediction correct? Why or why not?


Student: \_\_\_\_\_

**Rubric for Summative Assessment**

Score: \_\_\_\_ /8

	<b>Does not Meet Standards (0 pts)</b>	<b>Partially Meets Standards (1 pts)</b>	<b>Meets Standards (2 pts)</b>	<b>Exceeds Standards (3 pts)</b>
<b>The student(s) successfully clearly identify an appropriate theme from the story and explains it thoroughly with at least 3 pieces of applicable evidence from the novel.</b>	No theme is clearly identified and therefore no evidence is provided.	A theme is clearly identified, but only 1-2 pieces of applicable evidence is provided. <b>OR</b> No theme is clearly identified, but three pieces of evidence is provided.	A theme is clearly identified, and three pieces of applicable evidence is provided.	A theme is clearly identified, and MORE than three pieces of applicable evidence is provided.
<b>The student(s) write up is reflective of actual events in the novel, includes all of the evidence and theme chosen, and successfully relates it back to the performance of their choice.</b>	No write up is provided.	A write up is provided, but only includes 1-2 pieces of evidence AND/OR does not draw connections to the performance.	The write up includes three pieces of evidence and a general connection to the performance.	The write up includes three or more pieces of evidence and an in-depth connection to the performance that they put on.
<b>The student(s) put on a meaningful performance or presentation about the theme that they chose.</b>	No performance/presentation is presented AND/OR what is presented is not correlated to the theme of choice.	Students' presentation/performance is presented but barely relates to the theme of their choice.	Students' performance/presentation is related and meaningful to the theme of their choice.	Students' presentation//performance explicitly references evidence from the book
<b>The student(s) are respectful and attentive during other students' performances (feel</b>	Student(s) are disrespectful to peers AND/OR disregard classroom expectations	Students are not engaged or interested in other students' presentation (i.e. zoning out, not participating) but are not	Students are actively paying attention to their peers' presentation.	N/A

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<b>free to use your classroom expectations to evaluate this section).</b>	during peers' performance.	being entirely disrespectful towards peers.		
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