Unit 1/Week 5

Title: The School News

Suggested Time: 2-3 days (30-45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.3, W.3.4; SL.3.1, SL.3.2, SL.3.4, SL.3.5, SL.3.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Working together helps a group accomplish a common goal.

Synopsis

This text is a reader’s theater with seven parts set in the television studio of a school’s morning news network. The story begins with reports about the lunch menu and weather. The science reporter reports on their class frog and some of the things she has learned about frogs. The principal gave her the Great Thinker award. The play ends with a report from the sports reporter about soccer.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Using the text, who are some of the characters and what are they doing? | The characters are Anchor 1, Anchor 2, Roving Reporter, Mr. Moreno, Weather Reporter, Science Reporter, and Sports Reporter. They are putting on a school news program. |
| The weather reporter states, “It’s raining cats and dogs.” What does the text say that expression means? | It’s raining very hard.  Note: Teacher should explain that “raining cats and dogs” is an example of an idiom. |
| What evidence from the text and pictures helps you know how to read this part with the correct expression? | He says, “It’s raining cats and dogs!” The exclamation point tells us there is excitement in his voice. Also, he makes a joke using the word poodle instead of puddle so we know he is having fun. The photo shows him grinning. The series of exclamation points show that the other anchors are having fun, as well  Note: Have students read Anchor 2’s part again using the correct expression and intonation. |
| Using details from the text, explain why the Science Reporter could not find Freddy when he went to feed him. | Because he was camouflaged, he blended in with the area around him. In particular, his colors helped him to blend in with the plants. |
| How does the meaning of the word “camouflage” help you understand the meaning of the word “concealed”? | Science Reporter says that camouflage helps animals blend in with the area around them. Then, she says that Freddy’s colors helped him blend in with the plants so the plants concealed him. This shows that the words camouflage and concealed are similar in meaning. |
| Using the text, explain why Science Reporter decided to do research about frogs. | Science Reporter had questions about frogs and wanted answers to her questions. |
| What information does Science Reporter share about Freddy? | Freddy has moist skin that takes in water; he has webbed feet to help him swim fast; he has a sticky tongue to help him catch bugs. |
| Using information from the text, tell why Principal Moreno gives Science Reporter the Great Thinker award? | Science Reporter had questions about frogs and did research to find the answers. She showed that she was an independent thinker. |
| What evidence from the text helps you understand the meaning of the word independent? | Mr. Moreno says, “This student had questions about frogs and did research to find the answers.” Then, Roving Reporter says, “So you believe that students who think for themselves can be successful at anything?” |
| What does Sports Reporter say about the game of soccer? | You can run, jump, and kick as part of the game. You kick the ball into the other team’s net to score goals. It is played in many cultures around the world. Their school is going to have a soccer team. |
| What evidence from the text tells you how Anchor 2 is feeling here? | Anchor 2 is excited and interested. We know this because there are exclamation points after some of the things he says. Also, he says, “Tell me more.”  Note: Have students read Anchor 2’s part again using the correct expression and intonation. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  **BIG IDEAS OF TEXT**  Words addressed with a question or task | **WORDS WORTH KNOWING**  Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | Roving  Network  Viewers (view, viewing)  Mascot  Survive  Webbed  Assembly  Donated |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Camouflage  Concealed  Independent | Studio  Announcement  Pleasant  Resources  Blend  Moist  Impressed |

Culminating Task

* Re-Read, Think, Discuss, Write

*The characters in this reader’s theater had to work together to create the school news. Using evidence from the text, write one well-developed paragraph that tells how each character contributed to the program and why it was important for all of the characters to work together. Be sure to include evidence from the text in order to answer both parts of this assignment.*

Answer: Anchors 1 and 2 start and end the program and ask questions along the way. Roving Reporter informs the viewer about the school lunch and the Great Thinker award. Weather Reporter reports about the day’s weather. Science Reporter shares information about frogs. Sports Reporter gives a health tip and reports on the game of soccer and where to sign up to play. It was important for them to all work together because no one person could have done all of the parts. Roving Reporter, Science Reporter, Weather Reporter, and Sports Reporter each had their own information to share. Anchors 1 and 2 helped pull each of the parts together with their comments and questions.

Additional Tasks

* Have students write and create their own school news program.
* Have students perform this reader’s theater while other students give feedback on the elements of fluency. (Possibly use a fluency rubric as a guide for this feedback. Be sure to go over this prior to the performance. The teacher may need to model the appropriate way to share feedback.)

Note to Teacher

* This piece is not very complex. Note that the suggested time to spend on this story is much shorter than other stories. Due to the lower level of complexity, you have an opportunity to focus on language, fluency, etc.
* The main focus of this piece of text should probably be on fluency. Students should be encouraged to read and re-read with a focus on accuracy, expression, and appropriate rate. Encourage students to use clues from the text and setting to understand how each character would be speaking.
* Be aware of opportunities for students to respond orally to questions, as well as in writing. Also, consider which questions would be appropriate for partner talk. Look for good stopping points each day and chances to check in on student understandings before proceeding further.

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**“The School News”**

1. Who are some of the characters and what are they doing?
2. The weather reporter states, “It’s raining cats and dogs.” What does the text say that expression means?
3. Reread Weather Reporter’s part. What evidence from the text and pictures helps you know how to read this part with the correct expression?
4. Using details from the text, explain why the Science Reporter could not find Freddy when he went to feed him.
5. How does the meaning of the word “camouflage” help you understand the meaning of the word “concealed”?
6. Using the text, explain why Science Reporter decided to do research about frogs.
7. What information does Science Reporter share about Freddy?
8. Using information from the text, tell why Principal Moreno gives Science Reporter the Great Thinker award?
9. What evidence from the text helps you understand the meaning of the word independent?
10. What does Sports Reporter say about the game of soccer?
11. What evidence from the text tells you how Anchor 2 is feeling here?