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| **Notes on…** | **Student Guidelines** | **Teacher goal** |
| Main Characters | Investigate the characters in the story,  When you meet a new character...   * What do you know about this character? His or her personality? * How does s/he act? * How does s/he connect to others? | Did the student support statements with facts from the text?  Is the student only reflecting on one specific character? |
| “Give a thought”  Interesting/Curious Moments We Need to Discuss! | Take special notes on any parts in the book or thoughts you have while reading that would be good for bringing up in discussions. Put a star on this note to remind you to discuss it. | Are students engaging with the text? If not, pull those students for small group discussion; or, have a student that HAS a ”Give a thought”; share their thoughts whole group. |
| Characters Changing | When a character seems to be changing, write an observation or question about it. |  |
| Vocabulary | What vocabulary words do you need to know to understand the message of the story?  Did you:   * Read the sentence more than once? * Re-read the word within the paragraph? Think about how the word is used in the sentence. * Look at the base word to see if you know any part of the word?   If you did these things and still do not know the word, look it up and write down the definition! | Students should be able to determine the meaning of the word through context, (L.5.a) decoding of affixes or suffixes (L.5.b), and finding the definition in outside sources (L.5.c)  They need to know which words really make a difference in the meaning of the story. |

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|  | Sept 30- October10 | | | |  |
|  | Monday 30th | Tuesday 1st | Wednesday 2nd | Thursday 3rd | Friday 4th |
| student | Introduction to text and procedures. | Chapters 1 & 2 | Chapters 1 & 2 | Chapters 3 & 4 | Chapter 5 |
| Time |  | Time: 30 minutes | Time: 30 min (5 min discussion; 25 reading) | Time: 30 minutes | Time: 30 minutes |
| Teacher  (Use note page to help guide learning) | Hand out bags | Let students read independently or with partners | * Check-in whole group quickly on thoughts of book; * Check sticky notes | * Have a student share a vocabulary note; main character note. * Notice students not getting reading done, pull individuals and small groups | * Have a student share a “Give a thought” note * Pull students and groups based upon need. |
|  | Monday 7th | Tuesday 8th | Wednesday 9th | Thursday 10th | Friday 11th |
| student | Chapters 6 & 7 | Chapters 8, 9 & 10 | Whole Group Discussion Days | |  |
| Time |  |  |  | |  |
| teacher | * Share character changing note; vocabulary * Pull students by need | Check-in on status of class; continue reading and checking in with students. |  | |  |
|  | Acceleration options: create a Reader’s Theater from specific text; write a narrative continuing the story of Ardunio and Donato; compare the experience of Ardunio’s apprenticeship with a Renaissance painter. | | | | |

Give students a choice between reading independently and reading with a partner on days of buddy reading. Make sure that there are specific times when the students are reading by themselves to work on stamina and independence.