Objectives:
- Draw conclusions based on prior knowledge and text
- Use visualization to aid comprehension of the text

Essential Understandings:
- Adaptation and change is important to survival and growth.

Key Questions:
- How do people adapt to difficult situations?

Assessment:
- Students will create diagrams to show the way in which conclusions are drawn
- Students will answer questions pertaining to the reading selection
- Students will find details that help them visualize the setting of the text.

Activities:
- (9:50 – 10:00) – Administer Spelling Test
- (10:00-10:05) – Teacher will write Question of the Week on the board. Students will copy this question in their Reading Comps, and brainstorm one or two answers
- (10:05 – 10:10) – Students will discuss the question of the week with their table
- (10:10-10:15) – Teacher will create concept map on the board, as class copies it into their comps
- 10:15-10:25) – Teacher will read “The Winning Stroke” out loud
- (10:25-10:35) – Class will discuss “The Winning Stroke” and the theme of competition
- (10:35-10:45) – Class will read History of Gymnastics together, and discuss the first paragraph
- (10:45-11:00) – Students will read the rest of “The History of Gymnastics” on their own, and create Drawing Conclusions graphic organizer.
- (11:00-11:15) – Teacher will introduce “Who” and “Whom” using Grammar transparency 20
- (11:15-11:25) – Students will complete second half of Grammar 20 sheet on their own
- (11:25-11:30) – Class will go over “who” and “whom” worksheet

Homework:
- BRB pg. 291,
- Answer “Skill” and “Strategy” questions on page 139 in your reading comps.
Reading Street: Lesson 2

Objectives:

- Draw conclusions based on prior knowledge and text
- Use visualization to aid comprehension of the text

Essential Understandings:

- Adaptation and change is important to survival and growth.

Key Questions:

- How do people adapt to difficult situations?

Assessment:

- Students will create diagrams to show the way in which conclusions are drawn
- Students will answer questions pertaining to the reading selection
- Students will find details that help them visualize the setting of the text.

Activities:

- (9:45-10:00) Students will discuss idioms (140c)
- (10:00-10:05) Class will create chart about the literal and idiomatic meaning of certain phrases
- (10:05 – 10:10) Teacher will model the use of the words “bluish” and “hesitation” (140e)
- (10:10-10:25) With partners, students will read “It’s Easier in Daydreams” and make a list of suffixes they notice in the text.
- (10:25-10:30) Teacher will read pg. 144 of “The Gymnast,” and ask students to particular attention to sensory details that will help them visualize
- (10:30-10:35) Students will draw conclusions about the main character’s feelings towards his cousin based on the first paragraph.
- (10:35-10:40) Students will find one example of descriptive language that helps them visualize the story in the first paragraph
- (10:40 - 11:30) Students will read to pg. 147 on their own, and answer the following questions:
  - Write down at least 3 sensory details that help you visualize the setting and characters as you read
  - What is most appealing to Gary about gymnastics? Why?
  - What conclusions can you draw about whether the author has a natural talent for gymnastics? What details from the text support this conclusion?
  - On pg. 147, the author describes his cousin as a show-off. However, we also know that Gary is jealous of Isaac. What do you think is the difference between being talented and showing off?
  - Predict what will happen in the rest of the story.
If finished, students will begin thinking about and brainstorming for an autobiographical sketch.

Homework:
- BRB pg. 294
Reading Street: Lesson 3

Objectives:
- Draw conclusions based on prior knowledge and text
- Use visualization to aid comprehension of the text

Essential Understandings:
- Adaptation and change is important to survival and growth.

Key Questions:
- How do people adapt to difficult situations?

Assessment:
- Students will create diagrams to show the way in which conclusions are drawn
- Students will answer questions pertaining to the reading selection
- Students will find details that help them visualize the setting of the text.

Activities:
- (9:50-10:05) Students will complete the Comprehension Check.
  - Why do you think the author chose to share this story from his childhood? What literary device or language makes this story an autobiography?
  - The author wrote about his cousin Isaac. Draw a conclusion about how he really feels about his cousin. What clues in the story help you come to that conclusion?
  - How well does the author describe the people and situations in this story? How would making a mental picture of the author’s descriptions in The Gymnast help you monitor and adjust your comprehension of the story?
  - Use what you have learned about suffixes to determine the definition of the word hesitation. Check your definition in a dictionary.
  - The author wants to be a successful gymnast like his cousin. What qualities do you think you would need to be successful at a sport like gymnastics?
- (10:05-10:15) Anchored Talk
  - The author of The Gymnast watched his cousin rehearse, or practice, his gymnastics moves. Why is it important to rehearse something you want to learn?
  - Going to gymnastics lessons and practicing is a routine that the author’s cousin followed. What is a routine that’s a part of your life? How does it help you improve yourself?
- (10:15-10:20) Class will review generalizations
  - Using Isaac as an example, what is a generalization we can make about gymnastics? (use key words!)
- (10:20-10:25) Teacher will read pg. 148 out loud
- (10:25-10:30) Students will answer the following:
  - Draw a conclusion about why Gary is having trouble doing gymnastics.
o What are some details on page 148 that help you visualize the scene and monitor and adjust your understanding of what you read?

- (10:30-10:35) Teacher will read pg. 151 out loud.
- (10:35-10:45) Class will answer the following about The Gymnast:
  o Why do you think the author uses the term pirhana-like eating to describe dinner on pg. 151?
  o Draw a conclusion about how Gary’s interest in gymnastics has changed from the beginning of the story until the end.
  o This morning, for MW, we looked at suffixes. Why do you think the author used the word bluish to describe his ankles, and not the word blue?
  o What is the author trying to tell you when he says, I ate a plum and pictured my cousin, who was probably cartwheeling to the audience of one sleeping dog? How well did he communicate his message?
  o Which character do you think appears more favorable in the story, Gary or Isaac?
  o Did any of your predictions come true? What were you surprised by?

- (10:45-11:30) Students will work on the following as teacher meets with small groups:
  o Thinking Critically on pg. 152
  o Drawing conclusions slip (from lesson 2)
  o Who/Whom worksheet
  o Morning Work (if not finished)
  o BRB pg. 300
  o Continue working on autobiographical sketch (pg. 152 + handout)
Reading Street: Lesson 4

Objectives:
- Draw conclusions based on prior knowledge and text
- Use visualization to aid comprehension of the text

Essential Understandings:
- Adaptation and change is important to survival and growth.

Key Questions:
- How do people adapt to difficult situations?
- Why do people try to change themselves?

Assessment:
- Students will create diagrams to show the way in which conclusions are drawn
- Students will answer questions pertaining to the reading selection
- Students will find details that help them visualize the setting of the text.

Activities:
- (9:50-10:00) Class will review suffixes *ion* and *ish*
- (10:00-10:05) Students will preview “All about Gymnastics” on pp. 156-159
- (10:05-10:10) Students will work in pairs to brainstorm a list of keywords and online references sources they could use to search information
- (10:10-10:15) Class will discuss Extend Thinking questions
- (10:15-10:20) Class will read pgs. 158-159 with a partner
- (10:20-10:30) Class will discuss pgs. 158 – 159 (158-159, 159a)
Reading Street: Lesson 6

Objectives: Students will be able to:

- Draw conclusions based on evidence in the text
- Make generalizations based on examples given in the text
- Determine the meaning of unfamiliar words
- Determine the author’s purpose for writing a text

Essential Understandings:

- Adaptation and change is important to survival and growth.

Key Questions:

- How do people adapt to difficult situations?

Assessment:

- Reading Street Benchmark Test: Unit 4

Activities:

- 9:30-9:45: Teacher will review the skills Drawing Conclusions, Generalizations, Main Idea, and Authors purpose using a passage from The Lightning Thief
  - 9:30-9:35 Main Idea/Author’s purpose
    - If we were to give this passage a title, what would it be?
    - Why would the Rick Riordan include this scene of Annabeth playing with Cerberus?
  - 9:35-9:40: Generalizations
    - If I said, “Demigods are generally good with dogs,” would that be a valid generalization? Why or why not?
    - Using Grover as an example, make a generalization about satyrs. (Use key words!)
  - 9:40-9:45: Draw Conclusions
    - At the end of the passage, why does Cerberus stay where he is, even though Percy and Grover are moving forward?
    - Based on just this passage, draw a conclusion about Percy and Annabeth’s relationship.
- 9:45-10:15: Students will work on review packet with a partner
- 10:15-10:30: Class will go over review packet

Homework:

- Look over review packet to study for test