

Plan Summary

30 DAY PLAN: The Big Pets

Implementation Date: 8/21/12 Author: Janet Pilcher

Common Core Standard: Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Overall 30 Day Learning Goals: Determine how individuals/characters in a text connect to each other.
Determine how their connection contributes to the development of the story.

30 Day Summative Assessment Tools: End of unit test and performance assessment aligned to prompts and questions during oral reading.

Plan Outline

Week One

Identify individuals and characters in The Big Pets. 3 Day(s)

Identify the main individual or character. 1 Day(s)

Describe the sequence of events that occur in The Big Pets. 2 Day(s)

Summative Assessments: Oral test on main characters and sequence of story.

Week Two

Summarize the actions of each individual/character in the story. 3 Day(s)

Relate each individual/character to another character or a person that you know. 3 Day(s)

Create a new character and retell The Big Pets story using the newly created character. 3 Day(s)

Summative Assessments: Oral test on characters and events.

Week Three

Sketch the storyline of The Big Pets. 3 Day(s)

Place the individuals/characters in the storyline. 1 Day(s)

Rewrite the story by choosing a different pet to replace the cat. 2 Day(s)

Tell the story of the new character. 4 Day(s)

Summative Assessments: Performance assessment on final rewrite after writing workshop.

Week Four

Compare the two storylines. 3 Day(s)

Compare the two stories to determine how individuals/characters contribute to the development of the story. 2 Day(s)

Summative Assessments: Test on main characters, sequence of events, comparison of story with the story with new pet and girl as main characters.

Plan Details

Week One

Learning Target: Identify individuals and characters in The Big Pets.

- Learning Task: I will read the story (The Big Pets) for students to enjoy. As I read the story to students I ask them to jot down individuals and characters that are in the story. I then ask them to partner, read, revise, and check the list of individuals and characters with their partner.
- Number of Days: 1
- Feedback Strategy: Partners post list and students review all posted lists to create a final list.
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- Learning Task: Each pair of students writes a sentence that tells something about each of the characters listed.
- Number of Days: 2
- Feedback Strategy: The teacher posts all individuals/characters with descriptions. Partners check their work to the teacher's post and revise to make accurate. Teachers and students discuss together.
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Learning Target: Identify the main individual or character.

- Learning Task: Each student writes down who he or she thinks could be the main character and provides written or oral defense of his/her answer.
- Number of Days: 1
- Feedback Strategy: Thumbs up or thumbs down by each student to evaluate each student proposal.
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Learning Target: Describe the sequence of events that occur in The Big Pets.

Learning Task: Each pair of students lists events that occur in the book and then lists the events in the order they occur in the story.

Number of Days: 1

Feedback Strategy: All partner responses are posted on the wall. Students place green dots on the posts they believe are correct.

Learning Task: Students describe the sequence of events in The Big Pets in their own words or with a picture and then post in their journal.

Number of Days: 1

Feedback Strategy: Teacher checks journal in scheduled small groups.

Summative Assessments: Oral test on main characters and sequence of story.

Week Two

Learning Target: Summarize the actions of each individual/character in the story.

Learning Task: Students review the story to find sentences describing the actions of each character. Students write a sentence describing the actions of each character and write one additional sentence describing the actions of each character. Present character descriptions one at a time and I act out the individual character's actions. Students draw a picture of each character and write the actions.

Number of Days: 3

Feedback Strategy: Once I check for accuracy, students post their pictures on The Big Pets storyboard.

Learning Target: Relate each individual/character to another character or a person that you know.

Learning Task: I select a character and ask the students to draw a picture of another character or person that the student knows that is like the character in the story. On their picture, students write how their character is like the character in *The Big Pets*. We do this with the two main characters.

Number of Days: 3

Feedback Strategy: Each student introduces his or her new character to the class by describing why his/her character is like the two main characters in *The Big Pets*. The class votes on the best new character and can choose their character or the one voted best for next task.

Learning Target: Create a new character and retell *The Big Pets* story using the newly created character.

Learning Task: I retell *The Big Pets* story on page 1 using my two new characters. I ask students to replace the characters on page 1 of the story with their new characters and rewrite the first page. Students use my model and retell their page to a partner. I use selection sticks to call on students to read their new page 1. Use this process for each page.

Number of Days: 3

Feedback Strategy: Students give "like" stickers to other students when they like their story.

Summative Assessments: Oral test on characters and events.

Week Three

Learning Target: Sketch the storyline of The Big Pets.

Learning Task: Show students a storyline of how they come to school and talk about what they think a storyline is. Ask students to write down what they think a storyline is.

Number of Days: 1

Feedback Strategy: Use selection sticks to gather student examples and provide oral feedback and refine the definition with students.

Learning Task: Students write the storyline of The Big Pets on a line graph by placing the events in the order that they occur. Students refer to the story wall and their journal to complete the task.

Number of Days: 2

Feedback Strategy: I will check story lines during small group.

Learning Target: Place the individuals/characters in the storyline.

Learning Task: Students confirm all The Big Pet characters are included in their storyline. One student reads the story. A partner checks his or her storyline. The students switch roles.

Number of Days: 1

Feedback Strategy: Students who include all characters move to "Daily Five" centers. Students who need more assistance with the storyline rotate to my group.

Learning Target: Rewrite the story by choosing a different pet to replace the cat.

Learning Task: Select another character other than the cat to be a main character with the girl. Students draw their chosen pet and write a description of the characteristics of that pet on the drawing. Students post their pets on the new storyline.

Number of Days: 2

Feedback Strategy: Each student presents his or her "big pet."

Learning Target: Tell the story of the new character.

Learning Task: I demonstrate by choosing a pet and using my pet to retell the first page of the story. Students rewrite the first page using their pets. All first pages are posted on the story wall and read by each student.

Number of Days: 2

Feedback Strategy: Students put stickers on ones they like.

Learning Task: Students continue the process of rewriting the story with their pet. They write the story in a blank storybook given to them. I will use the writing workshop approach to help students write their stories.

Number of Days: 2

Feedback Strategy: Individual feedback from me during workshop time.

Summative Assessments: Performance assessment on final rewrite after writing workshop.

Week Four

Learning Target: Compare the two storylines.

Learning Task: Partners read the new story.
Number of Days: 1
Feedback Strategy: Students pose the three questions below to their partners. Partners provide oral and written responses to the questions.
Who are the main characters in the story?
What role does the new character play?
How does the story change with the new character?

Learning Task: Each student creates a T Chart with "alike" and "different" as headings. Students read their story and The Big Pets story and write in the T Chart how the stories are alike and different.
Number of Days: 2
Feedback Strategy: Report out to teacher using T Charts in small groups.

Learning Target: Compare the two stories to determine how individuals/characters contribute to the development of the story.

Learning Task: Partners read their stories to each other and complete a T Chart for the two student stories.
Number of Days: 2
Feedback Strategy: Each student reads his/her story to the class as the partner presents the T Chart. Partners post T Charts and present to class. The class and the teacher provide feedback.

Summative Assessments: Test on main characters, sequence of events, comparison of story with the story with new pet and girl as main characters.