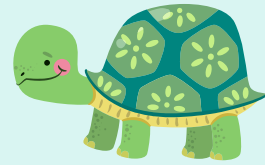


4th Grade Lenape Integrated Content Unit

Shelby Cole, Ting He, Eric Li, Miranda Lakis



Part I: Unit Description



- A) This unit theme is centered around the Lenape tribe. It begins by having students compare and contrast their daily life to the lives of the Native Americans in the Lenape tribe. The unit covers several key topics, including map reading, how to research and take notes about main ideas, critical literacy and finally narrative writing from the perspective of a Lenape child.
- B) This unit will cover topics in reading, writing, math/science, social studies and art. It is interdisciplinary because it touches on so many subjects organically. For example, an informational text is an opportunity for students to practice reading strategies and take notes. This covers skills in social studies and reading. The connected subjects will lead to a cumulative project of students writing a narrative based on what they learned over the 6 weeks in the perspective of a Lenape child. This also gives them exposure to understanding different perspectives and helps them to have a well-rounded perspective and critical literacy.
- C) This lesson authentically and meaningfully integrates technology by making it a core part of the lesson. We used technology to provide different ways for students to access information about the Lenape. Students learn how to properly use search engines to research information, go on virtual field trips, watch videos and more.
- D) One of the literacy skills that we teach in our lesson is how to do research. Most students at this point in school will have experience using nonfiction text to research a topic but we explicitly teach students how to use a search engine and navigate through different links to find a trustworthy source with relevant information. Students will also create an art piece and a narrative with their research to present to the class. Another skill that we practice in our lesson is note taking, students are tasked with a double entry journal; the journal will force students to write down where they got their information and thoughts about it. Students will also be doing research and teaching their peers about what they learned by doing a jigsaw. Our lesson also contains critical literacy, students will learn the history of the Lenape and Columbus from different points of view as well as comparing and contrasting different time periods. Additionally, our lesson also includes using the strategy of summarizing by using the graphic organizers.

Part II: Goals and Objectives

Goal #1

Students will
Compare/contrast
them/us now and then

Goal #2

Exploring traditions from a
variety of texts about the
Lenape (e.g. books,
magazines, blogs, graphic
novels, feature articles,
videos...)

Goal #3

Students will interpret
geographic maps

Goal #4

Students use
summarizing to draw
conclusions and work
towards critical literacy

Goal #5

Writing a realistic
narrative



Goal #1: Students will Compare/contrast them/us now and then

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)

4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information and provide a list of sources.

4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

Goal #1: Students will compare/contrast them/us now and then

Objective 1

In a whole class, students will orally describe their prior knowledge about Columbus Day, and with their prior knowledge in mind students will individually make connections to ideas, cultural perspectives, eras, personal events, and situations described from Lenape's perspective by completing the contrasting graphic organizer.

Objective 2

Independently, students will complete a graphic organizer noting 3 myths about Columbus and Columbus Day.

Objective 3

In small groups, Students will compare and contrast the daily life of a Lenape child to the daily life of a student living in NYC today by orally clearly expressing ideas they have learned and completing a contrasting graphic organizer.

Objective 4

In small groups, students will compare/contrast traditional foods of Lenape in traditional holidays from then and now by taking notes of main ideas, locating and referring to relevant details and evidence to multiple sources, and providing a list of sources.

Objective 5

: In small groups, students will compare/contrast the entertainment of Lenape from then and now by taking notes of main ideas, locating and referring to relevant details and evidence to multiple sources, and providing a list of sources.

Objective 6

In small groups, students will compare/contrast different shelters of Lenape from the assigned time period by taking notes of main ideas, locating and referring to relevant details and evidence to multiple sources, and providing a list of sources.

Goal #2: Exploring traditions from a variety of texts about the Lenape (e.g. books, magazines, blogs, graphic novels, feature articles, videos...)

4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.

4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for the audience.

4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

Goal #2: Exploring traditions from a variety of texts about the Lenape (e.g. books, magazines, blogs, graphic novels, feature articles, videos...)

Objective 1

In a small group, students will describe and report on their assigned topic related to Lenape culture (clothing, shelter, jobs, etc.) in a creative/visual form of their choice with at least 5 key pieces of relevant information. Students will present at a pace and volume that is appropriate for class comprehension.

Objective 2

Students will fill out a graphic organizer with the questions they come up with as a group on their assigned topic. Each student will write 3 key details for each question using evidence and inferences in a graphic organizer.

Objective 3

Students will collaborate with peers while conducting research in a small group by sharing ideas and building off of the ideas of others orally

Objective 4

Students will determine the meaning of Lenape words and phrases as well other content specific words while conducting their research by looking up the terms in a small group by creating a dictionary.

Objective 5

Students will use a search engine and strategies (provided on a worksheet) to find a reliable source and write a new piece of information

Goal #3: Students will interpret geographic maps

4-ESS2-2 Earth's Systems

Analyze and interpret data from maps to describe patterns of Earth's features.

NY-4.MD: Know relative sizes of measurement units: ft., in.; km, m, cm

NY-4.MD Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth's surface.

4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

Goal #3: Students will interpret geographic maps

Objective 1

Students will read informational text about the Lenape and will describe how different symbols, keys, and text features help us understand the text better.

Objective 2

As a whole class and in small groups, students will identify key features on a map and its legend.

Objective 3

As a whole class, students will connect locations on a map of the land of the Lenape to the modern-day locations

Objective 4

Students will look at Lenape pictures/landscape and create their own maps with a legend

Objective 5

Students will measure the distance between landmarks on their maps and scale ruler measurements to distance measurements.

Objective 6

Students will create a to scale map of an area the Lenape lived

Goal #4: Students use summarizing to draw conclusions and work towards critical literacy

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information and provide a list of sources.

4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Goal #4: Students use summarizing to draw conclusions and work towards critical literacy

Objective 1

As a whole class, students will formulate sentences using content-specific vocabulary words to either orally say or write a summary of what they have learned.

Objective 2

Students will organize their inferences and evidence from the text by completing a graphic organizer in a small group.

Objective 3

Students will recall relevant information they collected in their research and utilize it to make inferences while completing a worksheet independently.

Objective 4

Students will engage in discussions in small groups and a whole class orally describing new ideas and by building on the ideas of their peers by using words and with silent signals.

Objective 5

Students will compare and contrast the story of the Lenape people from different perspectives using a discussion web in a small group.

Objective 6

As a whole class, students will orally compare and contrast and fill out the graphic organizer about the point of views depicted by different texts/authors on the same topics and will further discuss on whose behalf the authors wrote the texts and whether they were neutral.

Goal #5: Writing a realistic narrative

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

4W3a: Establish a situation and introduce a narrator and/or character.

4W3e: Provide a conclusion that follows from the narrated experiences or events.

4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

Goal #5: Writing a realistic narrative

Objective 1

Students will read primary and secondary sources from the Lenape (journals, letters) and write their response/thoughts in the form of a double journal entry

Objective 2

Students will categorize their learned entries into geography, traditions, compare and contrast categories to create their main ideas for their narrative.

Objective 3

Students will plan their own narrative using a graphic organizer, citing details from their research on Lenape daily life to support their main ideas.

Objective 4

Students will write a rough draft of their narrative while utilizing their graphic organizer from the previous lesson.

Objective 5

Students will further revise and develop their narrative and use of actions, thoughts, and dialogue while reflecting on critiques given by other students and teacher feedback.

Objective 6

In an independent context, students will create and illustrate a character for their narrative by identifying characteristics of Lenape clothing and tribe roles.

Objective 7

Social Studies students will describe and report on their narrative and character they created. They will show the character in a creative/visual form of their choice. Students will present at a pace and volume that is appropriate for class comprehension.

Part III: Literature Section

[The People Shall Continue](#) by Simon J. Ortiz

Common/Core text: No

Description of text:

This text covers the start of North American tribes and how they evolved over time. It provides details of what foods they ate, what challenges they faced, and how the Europeans greatly affected their way of life.

Reading Level: N

How it will be used:

This below grade-level text is ideal for guided reading for students behind grade-level in reading and/or as a self-selected reading choice.

[Shin-Chi's Canoe](#) by Nicola I. Campbell

Common/Core text: Yes

Description of text:

This text follows Shi-shi-etko, who is a Native American student attending a residential school with her six-year-old brother. The reader is given an inside view of the struggles of attending these residential schools and the hardships the students face on a daily basis.

Reading Level: R

How it will be used:

This grade-level text is ideal for student self-selected choice reading or a teacher read aloud. This text should be read prior to the start of the narrative writing project to give students perspective ideas for their own narrative.





[Manhattan, Mapping the Story of an Island](#) by Jennifer Thermes

Common/Core text: No

Description of text:

This text follows Manhattan as it evolves over time. It begins with the formation of the island of Manhattan and ends with key features from modern day Manhattan. This text also provides maps that show the transition of Manhattan to the Manhattan we know today.

Reading Level: Y

How it will be used:

Because this book is at a higher reading level than grade-level, this text is ideal for a teacher read aloud near the start of the unit when students are comparing modern day NYC to how NYC was when the Lenape tribe lived there. This book could also be revisited during the social studies Lenape map lesson.

[The Lenape](#) by Russel Roberts

Common/Core text: No

Description of text:

This text provides a detailed overview of different aspects of the Lenape tribe. It also includes chapters on the fall of the Lenape tribe when Europeans landed in America and took the land from the tribe.

Reading Level: Y

How it will be used:

This high-level text would be best for a read aloud. It could also be broken up by its chapters to focus on different parts of the Lenape tribe each day.



[Native Peoples of the Northeast](#) by Barbara M. Linde

Common/Core text: No

Description of text:

This text provides an overview of not just the Lenape tribe, but additional tribes of the Northeast. This text provides information about geography, tribe structure, and way of life.

Reading Level: M

How it will be used:

This lower-level text will be available as a student self-selected nonfiction reading choice and as a research resource. Students who are reading below grade-level will be encouraged to utilize this as a resource during their research project.

[Native Nations of the Northeast](#) by Barbara Krasner

Common/Core text: No

Description of text:

This text provides information on specifically the Lenape (Chapter 4) and the other tribes of the Northeast. It has detailed descriptions of each tribe in the Northeast.

Reading Level: R

How it will be used:

This grade-level text will be best utilized as a student self-selected nonfiction reading choice or as a resource for their research project.



[Native Peoples of the Northeast](#) by Liz Sonneborn

Common/Core text: No

Description of text:

This text provides very detailed information of different aspects of Northeastern tribes. It provides information about clothing, types of homes, land resources, art, religion, government, and how certain tribes still exist today.

Reading Level: T

How it will be used:

This slightly above grade-level text will be best utilized as a student self-selected nonfiction reading choice or as a resource for their research project. Could also be used as a read aloud if broken down into chapters relevant to the day's topic.

[The Lenape or Delaware Indians](#) by Herbert C. Kraft

Common/Core text: Yes

Description of the book:

This book describes Lenape culture as it was when European explorers and colonists first discovered them. It depicts various topics including Lenape's daily life now and then, religious beliefs, clothing and personal adornment, entertainment and recreation, tools and weapons, gardening, a Lenape story in the Lenape language, etc. Vocabulary and concepts are appropriate for a fourth-grade reading level.

Reading Level: S-T

How it will be used:

The average vocabulary and concepts are at fourth grade level. This book will be utilized in many ways including read aloud, guided reading, independent reading , and book club sessions. It could also be broken up its chapters to focus on different parts of the Lenape tribe each day.

Part IV: Unit at a Glance



Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 30min	The Lenape , chapters 4 & 5	The Lenape , chapter 1	The Lenape , chapter 2	The Lenape , chapter 3	Manhattan, Mapping the Story of an Island to show the evolution of Manhattan
Reader's Workshop 40min	Lenape perspective of Columbus day graphic organizer	compare and contrast the daily life of a Lenape child to the daily life of a student living in NYC	compare/contrast traditional foods of Lenape in traditional holidays from then and now	compare/contrast the entertainment of Lenape	compare/contrast different shelters of Lenape from different time periods
Writing Workshop 40min	Vocab pre assessment (15 minutes)				
Social Studies 40min	Schema map about Columbus day	Joint lesson with Reader's workshop	Joint lesson with Reader's workshop	Joint lesson with Reader's workshop	Joint lesson with Reader's workshop
Art 40min		Students play kicking football game played in Lenape Tribes		Students play Seshitokito Game played by Lenape tribes	



Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 30min	Introduce The Lenape or Delaware Indians	Revisit The Lenape or Delaware Indians . Demonstrate how to use the table of contents to research specific areas. Read chapter on Housing.	Revisit The Lenape or Delaware Indians . Reading chapter on Clothing and Personal Adornment.	Revisit The Lenape or Delaware Indians . Read chapter on Entertainment and Recreation.	Native Nations of the Northeast . Chapter 4
Reader's Workshop 40min	Lesson 1 Intro on how to do online research on the topic	Online research day 1	Online research day 2	Prepare online research presentation	Present online research to class
Writing Workshop 40min					
Social Studies 40min	<i>Joint lesson with Readers Workshop</i>	<i>Joint lesson with Readers Workshop</i>	<i>Joint lesson with Readers Workshop</i>	<i>Joint lesson with Readers Workshop</i>	<i>Joint lesson with Readers Workshop</i>
Art/ 40min	<i>Virtual field trip: students will do a virtual field trip hosted by "Museum of Indian Culture.org". Students will learn history of culture, tools and more</i>			Creating visual for presentation <i>Joint lesson with Readers Workshop</i>	



Week 3					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 30min	Native Nations of the Northeast to analyze geographic map on page 5	Revisit Manhattan, Mapping the Story of an Island to compare maps of the Lenape land to modern day Manhattan	Revisit Manhattan, Mapping the Story of an Island	(field trip day)	Compare the maps in Manhattan, Mapping the Story of an Island to the map in Native Nations of the Northeast
Reader's Workshop 40min	different symbols, keys, and text features help us understand the text	Informational Lenape reading on geography	See Tuesdays objectives	(field trip day)	Joint lesson with math
Writing Workshop 40min		Joint lesson with Readers Workshop	See Tuesdays objectives	(field trip day)	
Social Studies 40min	Joint lesson with Math/Science	map of the land of the Lenape to the modern day location		Field Trip to Lenape Village in Waterloo Village	
Art 40min			Joint with Science/Math	(field trip day)	See Wednesday's objective
Math/ Science 40min	Science: As a whole class and in small groups, students will identify key features on a map and its legend.	Joint lesson with Social Studies		(field trip day)	create scaled maps and measurements See Wednesday objective

Week 4					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 30min	Shin-Chi's Canoe	Revisit Shin-Chi's Canoe			(field trip day)
Reader's Workshop 40min	<u>Lesson 2</u> Critical Literacy/informational text	Critical Literacy Documentary and note taking Unspoken America's Native American Boarding Schools Documentary <i>See Monday's objectives</i>	Compare V Contrast story of Lenape from different POV	<i>Joint lesson with Social Studies</i>	(field trip day)
Writing Workshop 40min				Vocab Post Assessment (15 minutes)	(field trip day)
Social Studies 40min	<i>Joint lesson with Reader's Workshop</i>	<i>Joint lesson with Reader's Workshop</i>	<i>Joint lesson with Reader's Workshop</i>	Informational reading w/primary and secondary sources and double entry journal	Field trip to American History Museum to Plains of Plains Indian
Art 40min	Students create their own small canoes out of clay	Students create their own small canoes out of clay			(field trip day)

Week 5					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 30min	Revisit Shin-Chi's Canoe	Revisit Shin-Chi's Canoe	Revisit Shin-Chi's Canoe	Revisit Shin-Chi's Canoe	Revisit Shin-Chi's Canoe
Reader's Workshop 40min	Joint lesson with Writing Workshop	Joint lesson with Writing Workshop Focus on how dialogue is used in Shin-Chi's Canoe	Joint lesson with Writing Workshop Focus on the sequence of events in Shin-Chi's Canoe	Joint lesson with Writing Workshop	Joint lesson with Writing Workshop
Writing Workshop 40min	Plan Narrative	Plan Narrative <i>See Tuesday's objective</i>	Rough Draft	Rough Draft <i>See Wednesday's objective</i>	Rough Draft <i>See Wednesday's objective</i>
Social Studies 40min	Joint lesson with Writing workshop	Joint lesson with Writing workshop	Joint lesson with Writing workshop	Joint lesson with Writing workshop	Joint lesson with Writing workshop
Art 40min	Introduce Beaded Bag project with video on bandolier bags	Design beaded bags in Lenape style	Design/Create beaded bags in Lenape style	Create beaded bags in Lenape style	Share/Gallery walk of everyone's beaded bags

Week 6					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud 30min	Review It! Helping Peers Create Their Best Work Chapters 1-2	Review It! Helping Peers Create Their Best Work Chapters 3-4			
Reader's Workshop 40min	Peer editing <i>See writing objective</i>	Peer editing <i>See Monday's writing objective</i>	<i>Joint lesson with Writing workshop</i>	<i>Joint lesson with Writing workshop</i>	<i>Joint lesson with writing workshop</i>
Writing Workshop 40min	Revise Draft	Revise Draft <i>See Monday's objective</i>	Final Draft	Final Draft	Publishing Party (sharing narratives)
Social Studies 40min	<i>Joint lesson with Writing Workshop</i>	<i>Joint lesson with Writing Workshop</i>	<i>Joint lesson with art</i>	<i>Joint lesson with art</i>	<i>Joint lesson with writing workshop</i>
Art 40min			Create character	Create character <i>See Wednesday's objectives</i>	

Part V: Two Full Lesson Plans with Assessment Plans & Rubrics/Checklists



Lesson 1: Research

Objectives: Students will use a search engine and strategies (provided on worksheet) to find a reliable source and write a new piece of information.

Standards:

4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

Material(s):

- Electronic device with internet (tablets, Laptops, & desktops)
- Charts

Procedure:

- Start by activating students prior knowledge:
 - Ask the class:
 - Who has ever used a search engine before and what did you use it for?
 - When we want to learn something new what do we do?
- Define what a search engine is and give examples
 - Tell the class:
 - A search engine is a software system that is designed to carry out web searches, which means to search the World Wide Web for particular information
 - Provide examples:
 - Google, Yahoo, Bing

- Play video twice, once just for students to watch, once while stopping at key points to talk "How google search works" (<https://www.youtube.com/watch?v=0eKVizvYSUQ>)
 - Stop the video at key points to discuss with class
 - **0:06** Explain "this is google and this is a search bar, we type what we want to learn into the search bar"
 - **0:25** "In this example they are researching lasagna, see how they typed in what they wanted to learn more about in the search bar"
 - **1:05** "did everyone see how many different results they found when looking up lasagna?" "we have to learn how to click/find the right links that have the information that we want"
 - **1:46** "If I was researching lasagna recipes would these be good links to click on? How can you tell" "If I wanted to look up the history of lasagna would these be good links to click on? How can you tell?"
 - **2:51** "this is showing us that some websites are spam, giving us bad information, or are just not good websites to visit in general, we will be learning how to find information that is relevant to what we want to learn from trustworthy websites"
 - **3:22** Stop video
- Introduce students to the *internet research* guide
 - Walk students through a search of the Whitehouse (powerpoint)
 - https://docs.google.com/presentation/d/155maqk93qZIUy3q5hTgUs9EP_wCn1xLf9Z6_SUw-dRk/edit?usp=sharing
 - Model for students how one would use these steps to filter websites.
 - Model how to:
 - decide what to type into search bar to find information you are looking for
 - Where you look for information to decide if these are good links to click on
 - The information box, hyperlinks, hypertext, website descriptions, web domains, and prior experience
- Instruct students to try and do some research on their own.
 - Give students research worksheet to complete: (see image below)

Worksheet

Name: _____ Research Topic: _____
Date: _____

Helpful researching steps

1. What did you type into the search engine?



2. What domains did you see? Which ones do you trust for this search?

3. What hypertext and description gave you clues to what websites would be useful?

4. What websites did you end up reading?

5. What did you learn?



Assessment Rubric/ Checklist:

Checklist

- Student was able to enter a search into the search engine and wrote it on their worksheet _____
- Student noticed the different website domains by writing them on their worksheet _____
- Student described what information they inference from the hypertext and website description on their worksheet _____
- Student found a useful website related to their search _____
- Student wrote on their worksheet something they learned about their topic _____

Lesson 2: Critical Literacy

Objectives: In small groups, students will read primary and secondary sources about the Lenape, pick and locate the quotes, phrases, words, lists, etc. that are remarkable, puzzling, odd, or significant and make notes including their response/thoughts/questions that the quotes bring to their mind with the help of a double journal entry.

Standards :

4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

4R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)











Material(s):

- [Scholastic Article](#)
- Double-Entry Journal chart

Procedure:

- Teacher gives out the double-entry journal chart to each student and a big poster to each group
- Divide students into small mixed groups with 3-4 students per group
- In a whole class setting, teacher starts by activating students prior knowledge:
- Say, "In the last class, we researched the book *Shin-Chi's Canoe* depicted from the perspective of Lenape by the Lenape author. This reading lesson we will continue working on the same assignment as we did in our last class."
 - Say, "we have been reading the book *Shin-Chi's Canoe* depicted from the perspective of Lenape by the Lenape author. This reading lesson we will learn more about what Shin-Chi was going through."
 - "In the past few weeks, we've read, explored, researched and taken notes for comparing and contrasting them/us now and then, traditions of Lenape, geographic maps then and now. We'll do a book club using a double journal entry technique that we've learned before to help us get a clear picture of what Native American Boarding Schools were like."

- Students will read the corresponding texts independently. Teachers will rotate around different groups to prompt students' thinking and answer questions.
 - Teacher may say,
 - "In the left column of your double-entry journal chart, you can write down any quotes, phrases, words, lists, etc. from the text that you think interesting, puzzling, odd, or important that you want to talk about with your partners late on or add to your realistic narratives during or after your reading. Then write down your reaction to this excerpt in the right-hand column. The reaction can be your questions when the excerpt conflicts with your prior knowledge/reading, negative/positive comments, etc."
 - "Don't forget to jot down the words that are new or unfamiliar to you. I'll put a Post-It note after your name on the **Word Wizard** board." (see the image below)

Word Wizard				
Rules: <ul style="list-style-type: none"> ● When you see or hear words, tell your teacher ● Teacher puts a Post-It note after a student's name ● At the end of the week, the students who get 5 Post-Its become the Word Wizard 	● Jamel			
	● Eric			
	● Brittney			
	● Alex			
	● Charlie			
	● Laqueesha			

- In small groups, students will have a discussion about their excerpts and reactions, and work together to add quotes, excerpts, words, any information they think useful/important about their group's topics/themes on the whole-group post paper.
- In a whole-class setting, teachers will wrap up the group posts in front of the classroom, and students will gather on the meeting carpet. The representative students from each group will briefly talk about their takeaways.
- Teacher will then talk about the Tier 2 words that students list.
 - Teacher briefly explains the meaning of the words, give them specific examples, such as
 - "Let's talk about the word *despair*. In the article, we see the sentence 'Many tribes faced hunger and *despair*.' Based on context, how can we guess the meaning of *despair*? "
 - Expect students will guess the meaning with help of the context clues
 - "*Despair* means complete loss or absence of hope. Could you give a sentence including the word *despair*?"

Worksheet

Name: _____

Date: _____

Double-Entry Journal Chart

**Quotes, phrases, words, lists,
etc.**

Your reactions

Assessment Rubric/ Checklist:

Checklist

- Student was able to get quotes corresponding to the topics/themes _____
- Student was able to write comments connecting with former knowledge/experience _____
- Student discussed takeaways with evidence supported by texts _____
- Student learned something new about the topics/themes _____
- Student learned a new word and was able to explain it with example(s) _____