Literacy Project

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**Annotated Bibliography**

COMIC BOOK, CARTOON, GRAPHIC NOVEL, OR VISUAL

Dunn, J. W., & Allen, C. (2009). *George Washington Carver*. Edina, MN: Magic Wagon.  
Using the graphic novel format, Dunn illustrates the life and work of scientist and botanist, educator and inventor, George Washington Carver. The colorful novel is part of a Bio-Graphics series from Graphic Planet.

MAGAZINES

Dains, M. K. (1985, October). Thomas Hart Benton’s Huck Finn illustrations commemorate Mark Twain. *Missouri Historical Review 80*(1), 1-13. Retrieved from http://statehistoricalsocietyofmissouri.org/cdm/compoundobject/collection/mhr/id/42247/show/42123  
Article written to mark anniversary of several events in Samuel L. Clemons’ life. This article focuses on illustrations of Huckleberry Finn, a character from the author’s books, as created by Thomas Hart Benton, another famous Missourian. The pictures are in black and white.

Salter, C.R. (2002, April). Lewis and Clark’s lost Missouri. *National Geographic, 201*(4). Retrieved from http://ngm.nationalgeographic.com/ngm/0204/feature5/fulltext.html  
This “Online Extra” from the April 2002 issue of *National Geographic* provides Jim Harlan’s attempt to accurately map the outward and return travels of Lewis and Clark. Some locations staked claim as part of the expedition’s path, but Harlan’s mapping changed that. His goal was to “fill in the blanks of history,” not upset communities.

NEWSPAPER ARTICLES

Current literature: The adventures of Huckleberry Finn. (1885, March 14). *San Francisco Bulletin*. Retrieved from http://www.newsinhistory.com/feature/mark-twain-adventures-huckleberry-finn  
Although the author is not included in the source, this book review type newspaper article describes Mark Twain’s “most recent” book, *The Adventures of Huckleberry Finn.* The writer informs his readers that the book is “an amusing story if such scrap-work can be called a story.” This would be an interesting look at how book reviews were written in the 19th century.

Lewis, M. (1805, July 24). By the mails: A letter from Captain Meriwether Lewis to the President of the United States. *The Democrat.* Retrieved from http://www.newsinhistory.com/feature/lewis-and-clark-expedition-america-explores-vast-louisiana-purchase  
Published in *The Democrat* on July 24, 1805, this letter was written earlier in 1805 to the President of the United States. The letter details some of the finding of the Lewis and Clark Expedition from 1803-1804. Lewis also states that the group is generally in good health and spirits.

NON-WHITE EUROPEAN BACKGROUND

Gerteis, L. (2004). John Berry Meachum. Retrieved from http://www.umsl.edu/~virtualstl/phase2/1850/people/1850meachum.html  
The resource is one webpage of a website created by the University of Missouri-St. Louis faculty. It includes an excerpt from a letter written by John Berry Meachum. The brief introduction states a few of his accomplishments, and the letter provides his life story as a slave who purchased his freedom. Then, he travelled across the country to be with his then enslaved wife. Besides his wife and children, Meachum purchased about twenty other slaves.

NONFICTION BOOKS

Kerley, B. (2010). *The extraordinary Mark Twain (according to Susy)*. New York, NY: Scholastic.  
From the spring of 1885 to the summer of 1886, Susy Clemons kept a biographic journal about the life of her father, Samuel L. Clemons. Kerley writes from the daughter’s perspective about her father’s world famous career. Primary sources from her actual journal are included.

Moore, E. (1971). *The story of George Washington Carver*. New York, NY: Scholastic.   
Told in third person narration, this book follows the life of George Washington Carver. Facts about life in America are mixed throughout the details of Carver’s life in an easy to read format with black-and-white illustrations.

Wilder, L. I. (2006). *A little house traveler: Writings from Laura Ingalls Wilder's journeys across America*. New York, NY: HarperCollins.  
Combined for the first time in 2006, this book contains three of Wilder’s travel diaries as she moved across America during the late 19th and early 20th century. The book features black-and-white photographs of Wilder’s life, along with her noted humor and observation skills.

NOVELS

Stanley, G. E. (2004). *Harry S. Truman: Thirty-third President of the United States.* New York, NY: Aladdin Paperbacks.  
This book is a fictionalized biography describing the life of Harry S. Truman. This third person narration begins with an upbeat story of four-year-old Harry driving the horse cart to the fair with his grandpa. It then transitions to facts before returning to another clip of Harry’s life.

Twain, M. (2010). *The adventures of Tom Sawyer* (135th anniversary ed.). Berkeley, CA: University of California Press.  
This resource provides an example of the writing style of famous Missourian, Samuel L. Clemons, in one of his most acclaimed novels. The storyline follows young Tom Sawyer and his escapades growing up in nineteenth century America along the Mississippi River.

Wilder, L. I. (1953). *Little house in the big woods.* New York, NY: Harper & Bros.  
Four-year-old Laura Ingalls’s story begins in 1871 in a log cabin in Wisconsin. Pioneer life is difficult and requires work from all members of the family. However, even in the midst of hardship, Laura and her family enjoy their lives preparing for winter, celebrating Christmas, planting, harvesting, and visiting town. This is the first of nine books in the little house series.

Wilder, L. I. (1953). *Little house on the prairie*. New York, NY: Harper & Bros.  
Chronicles the family of Laura Ingalls’ journey to find a home without others growing too close. The family’s adventures include camping under the stars, nearly getting swept away by a river, and the dangers of new land. This is the third of nine books in the little house series.

OTHER RESOURCES

Missouri Lewis and Clark Bicentennial Commission. (2004). Lewis & Clark in Missouri. Retrieved from http://www.dnr.mo.gov/parks/lcbrochure.pdf  
The nineteen-page brochure covers the important aspects of the Lewis and Clark expedition. There are details of the historical significance of the expedition, President Jefferson’s hopes for the area, and the details of the journey. The brochure also includes colorful maps with points of interest throughout the trail. Quotes from the journals of Lewis and Clark are also included throughout.

PICTURE BOOKS

Burleigh, R. (2011). *The adventures of Mark Twain by Huckleberry Finn.* New York, NY: Atheneum.  
With colorful, captivating illustrations, Huckleberry Finn tells the life story of author Samuel L. Clemons. The writing is factual but entertaining to young readers. The picture book shows the voice of Huckleberry well, so grammar and articulation could be difficult for younger readers, even though it is a picture book.

Venezia, M. (2007). *Harry S. Truman: Thirty-third President 1945-1953.* China: Scholastic.  
Using a combination of history and humor, Mike Venezia informs young readers about past presidents. This biography focuses on Harry S. Truman, the thirty-third President of the United States and his climb to the Oval Office.

POEM/MUSIC

Nelson, M. (2001). *Carver, a life in poems*. Asheville, NC: Front Street.  
The Newbery Honor and Coretta Scott King Author Honor book provides readers with the story of George Washington Carver’s life, as told through his perspective. The book includes 44 poems written on many aspects of his life.

WEBSITES

Missouri House of Representatives. (2012, May 14). Hall of famous Missourians. Retrieved from http://www.house.mo.gov/famous.aspx  
The Missouri House of Representatives created a virtual version of their Hall of Famous Missourians. This website allows for students to search by location in the museum or by a list of induction into the hall. Each individual has a short biography provided along with a picture or bust from the museum.

Truman, H.S. (1935, July 12). [Letter to wife regarding home building and loneliness]. Retrieved from http://www.trumanlibrary.org/letter/1935july.htm  
One of many letters included in a Dear Bess series from Harry S. Truman to his wife. This one details his thoughts on building a home, missing his wife, and previous letters.

The State Historical Society of Missouri. (2012, September 7). *Missouri biographies for students*. Retrieved from http://shs.umsystem.edu/historicmissourians/index.html  
Each famous Missourian included on the website has a bibliography and additional resources provided. It states it is intended to help meet the grade level expectation for 4th grade students.

WOMAN

Truman, M., & Truman, H. S. (1981). *Letters from father: The Truman family's personal correspondence*. New York, NY: Arbor House.  
This collection of letters shows the communication between former President Harry S. Truman’s family members during Margaret Truman’s childhood. Within the book are letters from Margaret, her mother, and her father.

**Word Sort**

*George Washington Carver & Samuel L. Clemons*

**APA Reference**

The State Historical Society of Missouri. (2012, September 7). *Missouri biographies for students.* Retrieved from http://shs.umsystem.edu/historicmissourians/index.html

**Content GLE**

SS 3Ab04

Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

**Literacy GLE**

CA R2C04

Use details from text to

1. Demonstrate comprehension skills previously introduced
2. Make inferences
3. Compare and contrast
4. Identify cause and effect
5. Identify author’s purpose
6. Identify setting, character traits, problems and solutions, and story events

**When and why I would use this strategy:** This word sort would be provided as a pre-assessment for discovering student knowledge about Samuel L. Clemons and George Washington Carver. This comparison would be one of a series as the class studied famous Missourians. For each in the series, the students would complete it once before searching through the State Historical Society of Missouri Historic Missourians website to confirm answers and create a sort to reflect knowledge gained through the research.

**Student Directions:**

1. *Review the categories provided with your group members.*
2. *You will have five minutes to assign the words under the famous Missourian you believe the fact fits under.*
3. *Your group will have ten minutes to research the State Historical Society of Missouri Historic Missourians website to find the location for each fact.*
4. *After your group finishes, discuss your answers with another group.*
5. *Check website again for any answers that don’t match with the other group.*
6. *Be prepared to explain about either of the two Missourians during a class discussion.*

|  |  |
| --- | --- |
| Samuel L. Clemons | George Washington Carver |
| Used the pseudonym Mark Twain meaning “two fathoms deep”  Began career as a journalist  Wrote *The Adventures of Huckleberry Finn*.  Received an honorary degree from the University of Missouri Columbia  Has a forest in Missouri named after him | African American Scientist  Born on a farm near Diamond  Conducted agricultural research and taught students at Tuskegee Institute in Alabama  Skilled artist and musician  Made hundreds of useful products from peanuts and over a hundred useful product from sweet potatoes |

**Vocabulary Self-Awareness Chart**

*Little House in the Big Woods*

**APA Reference**

Wilder, L. I. (1953). *Little house in the big woods.* New York, NY: Harper & Bros.

**Content GLE**

SS 3Ab04

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**Literacy GLE**

CA R1E04

Develop vocabulary through text, using

1. root words and affixes
2. synonyms and antonyms
3. context clues
4. glossary and dictionary

**When and why I would use this strategy:** The process will be modeled for student use prior to the reading of *Little House in the Big Woods.* Students will then fill out the chart and revise their responses as they read through the book in small groups. Students will be able to monitor their knowledge of terms and concepts throughout the story, while giving the teacher the opportunity to see possible problem areas with comprehension of text. Revision of the chart will allow for growth to be viewed by both student and teacher.

**Student Directions:**

1. *Examine the list of words you have written in the first column.*
2. *Put a “+” next to each word you know well, and give an accurate example and definition of the word.  Your definition and example must relate to the unit of study.*
3. *Place a “check” next to any words for which you can write only a definition or an example, but not both.*
4. *Place a “-“ next to words that are new to you.*
5. *Add any additional words you feel are important to know or are unfamiliar to you.*

*You will revise this chart throughout the unit, and by the end of the unit, the chart will be completed. Please, write in pencil.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word** | **+** |  | **-** | **Example** | **Definition** |
| chores | **+** |  |  | Peter went out with Pa and Uncle Peter to do the **chores**, and Alice and Ella helped Aunt Eliza make the beds, and Laura and Mary set the table, while Ma got breakfast. | A routine or minor duty or task |
| bank |  |  |  | The snow kept coming till it was drifted and **banked** against the house. |  |
| churn |  |  | **-** |  |  |
| beyond |  |  |  |  |  |
| fetch |  |  |  |  |  |
| flannel |  |  |  |  |  |
| hitch |  |  |  |  |  |
| Sabbath |  |  |  |  |  |
| savage |  |  |  |  |  |
| solemn |  |  |  |  |  |
| venison |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Question Answer Relationship (QAR)**

*Harry S. Truman*

**APA Reference**

The State Historical Society of Missouri. (2012, September 7). *Missouri biographies for students*. Retrieved from http://shs.umsystem.edu/historicmissourians/index.html

**Content GLE**

SS 3 A b4 – Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

**Literacy GLE­­­**

Apply post- reading skills to demonstrate comprehension of text:

1. answer basic comprehension questions
2. identify and explain the relationship between the main idea and supporting details
3. make predictions
4. question to clarify
5. reflect
6. draw conclusions
7. analyze
8. paraphrase
9. summarize

**When and why I would use this strategy:** This strategy would be best used following an exploration of the Harry S. Truman webpage on the State Historical Society of Missouri website as a tool to determine the student’s level of comprehension about the life of our 33rd president.

**Student directions:** Following the reading of the State Historical Society of Missouri webpage about Harry S. Truman, please answer the following questions.

|  |  |  |
| --- | --- | --- |
| **IN THE TEXT** | **Question** | **Answer** |
| ***Right There* questions (2)**  (think who is, where is, list, when is, how many, when did, name, what kind of-Remember that the answer will be in one location in the text) | 1. What did critics think would cause Truman to lose the election of 1948 to John Dewey? | He desegregated the United States armed forces by executive order on July 26, 1948. |
|  | 2. Although he never got a college degree, where did Harry S. Truman want to attend after high school? Why couldn’t he go? | West Point  Poor eyesight |
| ***Think and Search* questions (2)**  (require students to "search" through the entire passage they read to find information) | 1. Summarize what he did during three of wars during his lifetime. | WWI (First Lieutenant of Battery F & Captain of Battery D in the Missouri National Guard)  WWII (President; dropped the bomb on Hiroshima)  Korean War (began while he was in office) |
|  | 2. Explain at least two contributions of Truman as the president. | Some examples from webpage:  Marshall Plan—rebuild the devastated economies of western Europe and support democratic governments  Truman Doctrine—attempted to contain the spread of communism by supporting fledging democracies  United Nations—administration oversaw their first meeting  North Alliance Treaty Organization—ensured European and American military and political cooperation  WWI—dropped the atomic bomb on Hiroshima & Nagasaki |
| **IN YOUR HEAD** |  |  |
| ***Author and You* questions (1)**  **(**require students to answer with information not in the text; however, students must read the text material to understand what the question is asking then use the information from the text and explain what you know or have experienced) | 1. Why do you think Truman chose his controversial decision to desegregate the armed forces in 1948, even if it lost him the election? Don’t forget to include two pieces of information from the text to support your answer. | See sample rubric below.  Sample Response:  Even though it would have been easier to let unpopular decisions wait until after Truman had been elected, he opted to desegregate the armed forces in 1848. He was described as an honest and hardworking man, so he would have wanted all Americans to receive fair treatment wherever they are. He seized railroads and threatened to draft striking railway workers into the armed forces, too, because he knew they weren’t being honest about what wage they should deserve. By not desegregating the armed forces, he was allowing one last reason to value one human over another. If it lost him the election, it wouldn’t have mattered to Truman because he did what was honest and right, not what was popular. |
| ***On Your Own* questions (1)**  **(**can be answered with information from the students' background knowledge and do not require reading the text) | 1. Describe a time when you made the right decision, even though it was unpopular. | See sample rubric below.  Sample Response:  Last week, I was walking in the hallway when I saw someone push another classmate’s books out of his hands. His books went everywhere. I’m a not friend of the kid who was picked on, but I am friends with the kid who bullied him. Even though my friend hasn’t talk to me since, I told him he needed to grow up and be nicer. I then bent down and helped pickup all of the papers that flew everywhere. I chose to help because no one deserves to be treated cruelly and I gained more respect for myself for doing so. I was late to my next class, but my teacher forgave the tardy when I explained why. I think I gained her respect, too. |

Rubric for *Author and Me* (adjust your rubric to match your question)

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student states why they believe Truman made the controversial decision. Two pieces of information from the text are used to support the answer. The student thoroughly explains background knowledge or experiences to further support their answer. | Student states why they believe Truman made the controversial decision. At least one piece of information from the text is used to support the answer and the student uses some background knowledge or experience to further explain and support their answer. | Student states why they believe Truman made the controversial decision. Student uses at least one piece of information from the text **OR** uses background knowledge/experiences to explain and support their answer. | Student states why they believe Truman made the controversial decision, but student does not use information from the text or personal knowledge/experience to support or explain. |

Rubric for *On My Own* (adjust your rubric to match your question)

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student stated a decision they made. They explained why it was unpopular and why they chose to do it anyway. Student states the final decision with a thorough explanation of their choice. | Student stated a decision they made. They explained why it was unpopular or why they chose to do it. Student states final decision with adequate explanation of their choice. | Student stated a decision they made. They vaguely explained why it was unpopular or why they chose to do it. Student states final decision with minimal explanation of their choice. | Student failed to clearly state a decision they had made. No clear explanation of why it was unpopular or why they chose to do it was provided. Student vaguely states final decision with no explanation of their choice. |

**Graphic Organizer**

*Carver, Wilder, Clemons, Truman, & Benton*

**APA Reference**

The State Historical Society of Missouri. (2012, September 7). *Missouri biographies for students*. Retrieved from http://shs.umsystem.edu/historicmissourians/index.html

**Content GLE**

SS 3 A b4 – Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

**Literacy GLE­­­**

CA R2C04

Use details from text to

1. Demonstrate comprehension skills previously introduced
2. Make inferences
3. Compare and contrast
4. Identify cause and effect
5. Identify author’s purpose
6. Identify setting, character traits, problems and solutions, and story events

**When and why I would use this strategy:** This strategy would be best used following an exploration of the State Historical Society of Missouri’s website as a tool for use during and after reading. It will give students a basis for commonalities between famous Missourians without the strict requirements afforded to a worksheet about each individual. Students will gain factual knowledge about the individuals while being given choice with which specific individuals they would like to focus on.

**Student directions:** Following the reading of the State Historical Society of Missouri webpages about Harry S. Truman, George Washington Carver, Thomas Hart Benton, Samuel L. Clemons, and Laura Ingalls Wilder, please create a concept map describing a minimum of three details each about three of the Famous Missourians reviewed. The center of your concept map should read “Famous Missourians” and have three branches to name boxes, each with one of the names you selected. Three fact boxes should branch off of each name box. Please use the diagram below as an example.

Teacher’s Example Using Details For All Five Famous Missourians (Many other details could be included).

**Note Taking**

*Laura Ingalls Wilder*

**APA Reference**

The State Historical Society of Missouri. (2012, September 7). *Missouri biographies for students*. Retrieved from http://shs.umsystem.edu/historicmissourians/index.html

**Content GLE**

SS 3 A b4 – Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

**Literacy GLE­­­**

CA R3C04

Use details from text to

1. Demonstrate comprehension skills previously introduced
2. Explain main idea and supporting details
3. Sequence events
4. Identify cause and effect
5. Draw conclusions
6. Compare and contrast
7. Make predictions
8. Make inferences
9. Distinguish between fact and opinion
10. Identify and explain author's purpose
11. Identify problems and solutions

**When and why I would use this strategy:** This strategy would be best used during an exploration of the State Historical Society of Missouri’s webpage devoted to the life of Laura Ingalls Wilder. This notetaking method would provide students the chance to use headings, subheadings, and details from the text to build an understanding of the basics about the life of Laura Ingalls Wilder.

**Student directions:** While reading, please use the Cornell Notetaking Method. Write a heading on your paper to remind you what is on the page. Draw a margin for “Big Ideas” and use the larger section for “Details and Notes.” On the final 3 or 4 lines of the page, leave room for a summary of the material from that page. An example format is shown below.

Heading

|  |  |
| --- | --- |
| Big Ideas | Notes & Details |
|  |  |
|  |  |
| Summary: | |

Laura Ingalls Wilder

*Example provided includes full details. Students may not include quite as many details.*

|  |  |
| --- | --- |
| Big Ideas | Notes & Details |
| Introduction to L.I.W. | * Influential children’s author in American history * Her *Little House* series shape popular idea of the American frontier |
| On the Frontier | * Born Feb. 7, 1867 near Pepin, Wisconsin * Parents & kids did chores, farmed, cleaned and worked hard * Moved to Osage Indian Reserve in Kansas; to Wisconsin; then Walnut Grove, Minnesota; then Burr, Iowa before returning to Walnut Grove * Crops killed by locusts & baby brother died in Minn. |
| Town in South Dakota | * Moved to DeSmet   + Before move, Laura’s sister went blind. She became her eyes   + Blizzards caused Laura’s family to run out of food & wood, but survived * Went to school & church no matter where they lived * Best scholar in school   + Never graduated high school (no 12 year education & committed herself to full time teaching) * Future husband (Almanzo Wilder) drove her to school each week   + Married August 25, 1885   + Daughter, Rose, born in 1886   + First 4 Years: hail destroyed wheat, barn burned with grain & hay inside, Laura & Almanzo got diphtheria, lost wheat crops, two-week old son died; house burned with all of possessions * Worked as a dress maker |
| Becoming a Writer | * Moved to Missouri in 1894 because of advertisements “Land of the Big Red Apples” * Agricultural career got her start in writing * Rose (daughter) was her editor & a writer herself * Lost money in the stock market crash of 1929 * Wrote her autobiography and it was recommended that she rewrite it as fiction |
| The *Little House* Series | * Each volume was about a specific time in her life * *Farmer Boy* was about Almanzo * Based on real events, but facts were left out/added to make it more appealing * 1932 (at 65) she published her first book, *Little House in the Big Woods* * The series grew in popularity after publication in 1953 with illustrations by Garth Williams |
| End of a Career | * Almanzo died in 1949 * Her health declined until her death on February 10, 1957 * *The First Four Years*    + Based on struggles of her early life   + She never sought to publish it   + Found after Rose’s death in 1968   + Published in 1971 |
| Legacy | * Her books are still cherished today * 1954 American Library Association created the Laura Ingalls Wilder Award for lasting achievements in children’s literature * Book series became more popular in the 1970s after the television series ran * 1993 U.S. Postal Service honored *Little House on the Prairie* with a stamp |
| Summary: Laura Ingalls Wilder was an American author who had a lasting impact on children’s literature. Her series was autobiographical, but it was still fictionalized. Although her life was hard, Laura worked hard to receive the achievements she did during and after her lifetime. | |

**Shared Reading**

*Laura Ingalls Wilder*

**APA Reference**

Wilder, L. I. (2006). *A little house traveler: Writings from Laura Ingalls Wilder's journeys across America*. New York, NY: HarperCollins.

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**Literacy GLE­­­**

CA R1G04

During reading, utilize strategies to

1. determine meaning of unknown words
2. self-monitor comprehension
3. question the text
4. infer
5. visualize
6. paraphrase
7. summarize

**When and why I would use this strategy:** The shared reading strategy would be used during reading to help demonstrate the reading process and systematically teach students how to be better readers.

**Student directions:** While the teacher reads the story, please follow along and read your copy.

|  |  |  |
| --- | --- | --- |
| Text | Teacher’s Comments | Strategies Used |
| *A Little House Traveler: Writings from Laura Ingalls Wilder’s Journeys Across America* | I know that Laura Ingalls Wilder wrote the *Little House on the Prairie* series, and those were historical fiction based on her life. I didn’t know she made more than one journey. | Activating Background Knowledge and questioning the text are used to engage students in the reading. |
| On the Way Home: The Diary of a Trip from South Dakota to Mansfield, Missouri, in 1894 With a setting by Rose Wilder Lane | There are several journeys in this book. A trip from Missouri to South Dakota takes about 12 to 14 hours today. I would predict that Laura’s journey took much longer. | Prediction |
| …It is said that east of the Mississippi there were no trains on the railroad tracks. The dispatchers had dispatched every train to the faraway East to keep them safe from Coxey’s Armies. So now the armies were disbanded and walking on foot to toward Washington, robbing and raiding and stealing and begging for food as they went. | East of the Mississippi is close to half of the country. I’m not sure who Coxey’s Armies are, but from the context clues, I can learn a few things. The army wasn’t a positive thing because dispatchers were keeping trains away. They also robbed, stole, and begged for food. They must have gone to Washington for something. This could be something to read more about later. | Context clues and possible future research questions. |
| For a long time I had been living with Grandpa and Grandma and the aunts in De Smet because nobody knew what would become of my father and mother. Only God knew. They had diff-theer-eeah; a hard word and dreadful. I did not know what it was exactly, only that it was big and black and it meant that I might never see my father and mother again. | I think she’s talking about Diphtheria, which is an upper respiratory illness that has severe side effects. It can cause death. I know when I was little, I took a vaccine that protects me from Diphtheria. I wonder when the Diphtheria vaccine was created? | Activating background knowledge, text-to-self connections, and questioning the text. |
| Then my father, man-like, would not listen to reason and stay in bed. Grandma almost scolded about that, to the aunts. Bound and determined to get out and take care of the stock, he was. And for working too hard too soon, he was “stricken.” Now he would be bed-ridden all his days, and what would Laura do, my family wondered. With me on her hands, besides. | My dad doesn’t listen well when he’s sick either.  Stricken must mean that he would be weaker because the text says he would be bed-ridden.  I wonder what would happen to me if when I was little my dad couldn’t work at all? | Text-to-self connections, vocabulary using context clues, and questioning the text. |
| But when I saw my father again he was walking, slowly. He limped through the rest of his ninety years and was never as strong as he had been, but he was walking. | My prediction on the meaning of stricken was partially correct. It does make one weaker. But, it appears that Laura’s dad wasn’t bed-ridden. | Confirmation of prediction of vocabulary words in context. |
| We lived then in our own house in De Smet, away from Main Street, where only a footpath went through the short brown grasses. It was a big rented house and empty. Upstairs and down it was dark and full of stealthy little sounds at night, but then the lamp was lit in the kitchen, where we lived. Our cookstove and table and chairs were there; the bed was an empty room and at bedtime my trundle bed was brought into the warmth from the cookstove. We were camping, my mother said; wasn’t it fun? I knew she wanted me to say yes, so I did. To me, everything was simply what it was. | Everyone had to live in the kitchen because that is where the cookstove and warmth were.  I think it would be somewhat miserable to all have to sleep in the same room. What if one person sleep walks or snores? I’m glad we are now able to heat all of the house. | Summarizing the text, text-to-self connections, and questioning the text. |
| I was going to school while my father and mother worked. Reading, writing, spelling, arithmetic, penmanship filled days almost unbearably happy with achievements satisfying Miss Barrows’s strict standards. “Procrastination is the thief of time,” I wrote twenty times in my penmanship book, without error or blot; and “Evil communications corrupt good manners, “ and “Sweet are the uses of adversity,” every t and d exactly twice as tall as a vowel and every l exactly three times as tall; every t crossed; every i dotted. | Laura studied all of the same subjects that we do today, except science and social studies.  I like those two subjects. I think it is sad she didn’t get to enjoy those subjects.  “Without error or blot” must refer to the type of writing utensil they used. I remember reading in another book that pens and pencils weren’t the same then as they are now.  I don’t remember learning my letters with such strict rules. | Summarizing, text-to-self connections, and activating prior knowledge. |

**Constructed Response**

*Laura Ingalls Wilder*

**APA Reference**

Wilder, L. I. (1953). *Little house on the prairie*. New York, NY: Harper & Bros.

**Content GLE**

SS 3 A b4 – Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

**Literacy GLE­­­**

CA R2C04

Use details from text to

1. Demonstrate comprehension skills previously introduced
2. Make inferences
3. Compare and contrast
4. Identify cause and effect
5. Identify author’s purpose
6. Identify setting, character traits, problems and solutions, and story events

**When and why I would use this strategy:** This strategy would best be used following the reading of this section of text during literature groups. I would use this as practice for standardized testing formats while still maintaining relevance to the current literature discussed in class. It would be used to determine skill levels of student comprehension, context clues, and writing process.

**Student directions:** Completed the constructed response assignment using the directions given for each section.

**Grade 4 Scoring Guide**

CR item 1 (2 pts)

* 2 pts: The response includes a definition for papoose and one reason why.   
  Example: Papoose is called a “she,” so it must be a human. It is probably a baby Indian.
* 1 pts: The response includes either a definition or a reason, but not both.
* 0 pts: The response includes no reason or explanation.

CR item 2 (3 pts)

* 3 pts: The response includes three facts about panthers that can each be found in the text.  
  Example: Panthers make tracks, they eat antelope, and they eat babies and little girls.
* 2 pts: The response includes two facts about panthers that can each be found in the text.
* 1 pts: The response includes one facts about panthers that can be found in the text.
* 0 pts: The response includes no facts about panthers that can be found in the text.

CR item 3 (2 pts)

* 2 pts: The response includes two questions about the dangers of living on the prairie that are not already answered within the text.  
  Example: What other dangerous animals lived on the prairie? Why didn’t they get guard dogs to protect them like we have at our house?
* 1 pts: The response includes one question about the dangers of living on the prairie that is not already answered within the text.
* 0 pts: The response includes no questions or effort.

CR item 4 (3 pts)

* 3 pts: The response includes three correct descriptions of what the motions meant.  
  Example: showed he killed the panther, it was shot out of a tree, killed the day before
* 2 pts: The response includes two correct descriptions of what the motions meant.
* 1 pts: The response includes one correct description of what the motions meant.
* 0 pts: The response does not include a correct emotion or no effort is given.

CR item 5 (3 pts)

* 3 pts: The response includes a position and two details from the text supporting why a panther would or would not make a good pet.  
  Example: I do not think panthers would make good pets. They eat small girls and are hard to find if they decide to hide.
* 2 pts: The response includes a position and one detail from the text supporting why a panther would or would not make a good pet.
* 1 pts: The response includes a position, but there are no details form the text supporting why a panther would or would not make a good pet.
* 0 pts: The response does not include or position or use details from the text.

SR item 6 (1 pt)

* 1 pt: The answer selected was (b) The Indian.

SR item 7 (1 pt)

* 1 pt: The answer selected was (c) Panthers were dangerous for all humans living on the prairie.

Writing Prompt (Use stated Scoring Guide for Grade 3)

**Writing Scoring Guide Grade 3**

|  |  |
| --- | --- |
| 4 Points The paper:   1. has an effective beginning, middle, and end. 2. contains a clear controlling idea. 3. clearly addresses the topic and provides specific and relevant details/examples. 4. contains words that are specific, accurate, and suited to the topic. 5. consistently uses complete sentences. 6. clearly shows an awareness of audience and purpose. 7. contains few errors in grammar/usage, punctuation, capitalization, and/or spelling. | **2 Points**  The paper:   1. has evidence of a beginning, a middle, and an end. 2. contains a general sense of direction, but may lack focus. 3. generally addresses the topic, but may contain some details that are not relevant. 4. uses words that tend to be repetitive, imprecise, and ordinary. 5. contains some incomplete sentences that may be distracting to the reader. 6. shows some awareness of audience and purpose. 7. contains errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader. |
| **3 Points**  The paper:   1. has a beginning, a middle, and an end. 2. contains a controlling idea. 3. addresses the topic and uses relevant details/examples. 4. contains some words that are specific, accurate, and related to the topic. 5. generally uses complete sentences. 6. shows an awareness of audience and purpose. 7. may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not significantly distracting to the reader. | **1 Point**  The paper:   1. may lack evidence of a beginning, a middle and/or an end. 2. is difficult to follow and/or lacks focus. 3. attempts to address topic, but lacks development. 4. uses words that are consistently repetitive, dull, and colorless. 5. includes incomplete sentences that are distracting to the reader. 6. shows little or no awareness of audience and purpose. 7. contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader. |

**Little House on the Prairie** by Laura Ingalls Wilder (pages 260-262)

Lora watched him do this, and then she asked, “Would a panther carry off a little girl, Pa?”

“Yes,” said Pa. “And kill her and eat her, too. You and Mary must stay in the house till I shoot that panther. As soon as daylight comes I will take my gun and go after him.”

All the next day Pa hunted that panther. And he hunted the next day and the next day. He found the panther’s tracks, and he found the hide and bones of an antelope that the panther had eaten, but he did not find the panther anywhere. The panther went swiftly through tree-tops, where it left no tracks.

Pa said he would not stop till he killed that panther. He said, “We can’t have panthers running around in a country where there are little girls.”

But he did not kill that panther, and he did stop hunting it. One day in the woods he met an Indian. They stood in the wet, cold woods and looked at each other, and they could not talk because they did not know each other’s words. But the Indian pointed to the panther’s tracks, and he made motions with his gun to show Pa that he had killed that panther. He pointed to the tree-tops and to the ground, to show that he had shot it out of a tree. And the motioned to the sky, and west and east, to say that he had killed it the day before.

So that was all right. The panther was dead.

Laura asked if a panther would carry off a little papoose and kill and eat her, too, and Pa said yes. Probably that was why the Indian had killed that panther.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In the story, Laura asks “…if a panther would carry off a little papoose and kill and eat her, too.” What does “papoose” mean in the story?  
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   What clues from the story helped you figure out the meaning?  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Using examples from the story, list **three** things Laura told you about the panther.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Imagine that you have chosen to write a report about the dangers of living on the prairie for families like Laura. Write **two** questions about the dangers for which you would like answers.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. In the story, Pa and the Indian used motions to communicate because they did not know each other’s words. To complete the chart, use words and phrases from the story to describe what the Indian’s motions meant.

|  |  |
| --- | --- |
| Made motions with his gun |  |
| Pointed to the tree-tops and then to the ground |  |
| Motioned to the sky, and west to east |  |

1. Do you think a panther would make a good pet? Give **two** details from the story to support your answer.  
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Circle the letter of the correct answer for questions 6 and 7.

1. In the story, who killed the panther?
   1. The Antelope
   2. The Indian
   3. Pa
   4. The Papoose
2. What was the main idea of the story?
   1. Laura was scared of the panther.
   2. Antelope were killed on the prairies.
   3. Panthers were dangerous for all humans living on the prairie.
   4. Humans can communicate, even if they speak different languages.
3. Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.   
   You will now have 45 minutes for your prewriting activities such as brainstorming, listing, outlining, and writing a rough draft. Use the pages labeled “prewriting” to record your ideas and your rough draft.  
   You will then have another 45 minutes in which to write your final paper. Use the pages labeled “final paper” to record your completed work.

In the story, Pa communicated with the Indian through pointing and other motions because they did not know each other’s words. Write a story about a time when someone didn’t understand what you were trying to say. How did you communicate or get your point across?

**Pre-Writing**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Pre-Writing**

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**Pre-Writing**

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**Final Paper**

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**Final Paper**

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**Final Paper**

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**Final Paper**

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**Minilesson #1**

**Name:** Shayla Moore

**Grade Level:** 4th

**Content:** Language Arts/Social Studies

**Lesson:** Writing Book Review

**Content Objective(s):**Following teaching modeling and guided practice, students will identify elements of a strong book review to be assessed by highlighting a minimum of three strengths of student written book reviews.

**GLE:**

CA R2C04

Use details from text to

1. Demonstrate comprehension skills previously introduced
2. Make inferences
3. Compare and contrast
4. Identify cause and effect
5. Identify author’s purpose
6. Identify setting, character traits, problems and solutions, and story events

SS 3Ab04 – Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

**Modifications:**

* Students who are struggling will be given opportunities to highlight additional elements in student reviews during one on one sessions with advanced students. Additional reviews can be found on Spaghetti Book Club.
* Students who are advanced will be given opportunities to tutor other students. Students who are advanced will also be given opportunities to create book reviews for the classroom library of other high interest books.
* Students who are advanced will be given opportunities to write additional ways the student book review could have included strong elements of a book review.
* Students who are English language learners with limited English proficiency will be provided the opportunity to create a series of pictures documenting their review of the story.

**Materials/Media/Resources:**

C., T.J. (2008). The adventures of Huckleberry Finn. Retrieved from <http://www.spaghettibookclub.org/review.php?review_id=10079>

Current literature: The adventures of Huckleberry Finn. (1885, March 14). *San Francisco Bulletin*. Retrieved from <http://www.newsinhistory.com/feature/mark-twain-adventures-huckleberry-finn>

S., A. (2006). Little house on the prairie. Retrieved from http://www.spaghettibookclub.org/review.php?review\_id=8010

SMARTboard

Student copies of article/review

Highlighter for each student

Student copies of articles from Spaghetti Book Club website

**Anticipatory Set:**

We’ve been studying various famous Missourians, including a few authors. Today, we are going to work on writing book reviews to give those who read the review an idea of what the book is about.

**Instructional Input:** Let’s say there is a new book coming out that you’ve been really excited to read. You notice there is a review of it in a newspaper, so you decide to read it to get a better idea of how good it will be. It reads, “Mark Twain wrote this book about a kid named Huckleberry Finn. It was a really popular book about a kid who lived along the Mississippi and went places with a man named Jim. I didn’t like it because it was boring.” You’d say, “What? Where is the review?” What is this review missing? Teacher will wait for students to respond with their opinions on what is missing from the review. Examples include what happens, why it was boring, the title of the book, or how do you know it’s popular? If students struggle to see what is missing in the review, teacher will mention these things.

**Modeling/Demonstrating:**You’ve done an excellent job selecting various elements that should be included in a book review to give the reader a better idea of what to expect when they open the book themselves. Now we are going to examine a book review printed in the *San Francisco Bulletin on March 14, 1885* on the SMARTboard*.* Teacher reads first paragraph. As I read over this first paragraph something I notice is that the author included the title of Mark Twain’s work. It’s called *The Adventures of Huckleberry Finn*. We talked about how our example didn’t even tell us the title of the book they were reviewing. I will highlight the title to show that is a good element to the book review. I’m going to write include title in the margins, so I remember why it was highlighted. Teacher highlights the title using the SMARTboard and writes the phrase. Teacher pauses for student comments or questions, if any. I also notice that this author does a great job of telling us what to expect when reading the book. He states, “So then, there is neither motive, moral, nor plot.” I’m not sure I would agree that the book doesn’t have these things, but the author explains why he has these opinions and that the book itself states these things. I will highlight that element of a strong book review. I am going to write “include reasons for opinions,” so I don’t forget why I highlighted that part. Teacher highlights the phrases using the SMARTboard and writes the phrase. Teacher pauses for student comments or questions, if any.

**Guided Practice:** Teacher reads first paragraph. Now I need you to help me find strong points in this review. Please tell your shoulder partner two strong points in this section. Who will point out something this book review does well in this next section? Teacher pauses for student comments. Examples could include he includes quotes from the text or the tone of the work. As students state a strong element, the teacher will highlight the phrase on the SMARTboard and write why in the margin. Why do you think it is important to include these traits? Does it make the book review seem more reliable? Teacher will continue the guided practice using the remainder of the article, checking for understanding as the review is read.

**Checking for Understanding:** Students will participate in think-pair-share in addition to allow the teacher to monitor student understanding of the upcoming task of identifying strong elements of a book review. Teacher will look for students struggling to identify elements of a strong book review. Teacher will assess readiness by questioning with random selection.

**Independent Practice:** After checking for understanding, teacher will allow students to practice the same identification skills within student writing samples as found on the Spaghetti Book Club Website. Because I can see that everyone understands how to find strong elements of a book review. We will now work in pairs to highlight and write in the margins strong elements of a book review written by other students your age. We have two options. One is about Huckleberry Finn, and one is about *Little House on the Prairie*, the second of Wilder’s series. Make sure you highlight and include why you selected that section in the margins. Teacher allows students to complete task, while monitoring them. Teacher will hold a conference with students when necessary.

**Closure:**Next time we will be working on writing reviews of *Little House in the Big Woods.* Share with your shoulder partner two ways you can apply the ideas studied today when writing your book review for *Little House in the Big Woods?* As you write your book review remember to include these elements in your writing.

**Evaluation/Assessment:**

Assessment will be based on student highlights and reasoning. Students must have a minimum of three in their student review to be at the proficient level.

**Minilesson #2**

**Name:** Shayla Moore

**Grade Level:** 4th

**Content:** Language Arts/Social Studies

**Lesson:** Creating a Word Sort

**Content Objective(s):** After teacher modeling and guided practice, students will classify facts based on the historical figure they represent using a word sort.

**GLE:**

SS 3Ab04

Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton

CA R2C04

Use details from text to

1. Demonstrate comprehension skills previously introduced
2. Make inferences
3. Compare and contrast
4. Identify cause and effect
5. Identify author’s purpose
6. Identify setting, character traits, problems and solutions, and story events

**Modifications:**

* Students who are struggling will be given additional practice with completing word sorts using other historical characters to be covered in the unit.
* Students who are ELL will be provided a partner to help them understand the English phrases while still completing the activity.
* Students who are advanced will be given opportunities to create their own word sort facts and categories.
* Students who are advanced will be given opportunities to add additional facts to each historical figure.

**Materials/Media/Resources:**

The State Historical Society of Missouri. (2012, September 7). *Missouri biographies for students.* Retrieved from http://shs.umsystem.edu/historicmissourians/index.html

SMARTboard

Student Copies of Word Sort Facts

**Anticipatory Set:**Yesterday, we began our unit on famous Missourians. Today, we are going to read about Samuel L. Clemons and George Washington Carver. We are going to complete a word sort to see what we know about each man.

**Instructional Input:** Today, we are going to create a word sort before reading to see what we know about Samuel L. Clemons and George Washington Carver. Then, we are going to read about the individuals, looking for the same facts we previously sorted. Finally, we will adjust the ones we might have missed the first time.

**Modeling/Demonstrating:** I am going to model what you will do today with an example about Laura Ingalls Wilder and Harry S. Truman. Then, you will work independently to create a word sort for Clemons and Carver. Teacher will use phrases for Laura Ingalls Wilder including grew up on the frontier, born in Pepin, WI, wrote the *Little House* series. Teacher will use phrases for Harry S. Truman including 33rd president of the United States, born in Lamar, MO, dropped bombs on Hiroshima & Nagasaki in 1945. First, I will sort what I think best fits each person. I remember that Laura Ingalls Wilder was a writer, so she probably wrote the *Little House* series. Those are about the frontier and are historical fiction, so I will put those under her as well. I’m not sure, but I think she was born in Lamar, MO, so I will give her that fact, too. I remember from history class that Harry S. Truman was the President during World War II. So, he probably dropped the bombs on Hiroshima & Nagasaki and was the 33rd president. I think he was born in Pepin, WI, because Laura can’t be born in two places and I gave her Lamar, MO. As teacher says each, he or she will write them on SMARTboard underneath the name of the individual. Teacher will state each part out loud while students watch on the board.

**Guided Practice:** Now, not everyone may agree with my choices, but that is ok. This is a pre-assessment activity to see what I know. Now, we will read the website about each famous Missourian to discover if my predictions or background knowledge were correct. Teacher reads the two webpages aloud to model fluency and proper reading technique. Now that I’ve finished reading, I know I made a few mistakes. Who can tell me if Laura wrote the *Little House* series like I thought. Student answers teacher’s question with a “yes.” Who can tell me if Laura was born in Lamar, MO.Student answers teacher’s questions with a “no.” Laura was born in Pepin, WI. Teacher moves born in Pepin, WI to the other category under Laura. Excellent job! I didn’t know where Laura was born, but because I read the text carefully, I now know she was born in Pepin, Wisconsin. Teacher will continue asking and responding to student’s questions. Students should see that all background knowledge was accurate except the location of birth for each historical figure.

**Checking for Understanding:** Student understanding will be assessed through teacher monitoring during the first example using Wilder and Truman. Teacher will use think-pair-share type questioning to ensure all students are participating and will call on students randomly. Students should be able to identify information about the two individuals previously discussed in class.

**Independent Practice:** Now, we will head to the computer lab, so that you can complete the same activity for Samuel L. Clemons and George Washington Carver. Remember while you do your word sort that every fact must fall under one of the two historical figures in this word sort. Also, please remember the originally created word sort can be adjusted after the reading, if you notice anything is wrong. Any questions? Great, let’s head the computer lab. Teacher will monitor students during independent practice in the computer lab. Teacher will make sure they understand the concepts covered and how to complete a word sort.

**Closure:** Today, we discussed the lives of George Washington Carver and Samuel L. Clemons, along with Laura Ingalls Wilder and Harry S. Truman. We worked to gain some knowledge of who these famous Missourians were before we move further into our study of historical figures in our state.

**Evaluation/Assessment:** Students will be assessed based on the completed word sort having all of the correct facts under the correct historical figure.