

Ghost of the Lagoon Lesson Plans

Standards: CC.1.3.6.B, CC.1.3.6.A, CC.1.3.6.C, CC.1.3.6.F, CC.1.3.6.F, CC.1.3.6.I

Day 1

LEQ- I can summarize the story using plot.

Standard- Standard- 1.2.5.L

Intro- Students will use the elements of plot to summarize the story.

Instruction- Go over what makes a hero on page 206. Discuss what characteristics heroes have and who are some more famous heroes. Talk about how some people can be a hero for a whole group of people like Harriet Tubman and some may be only for some people, like someone you know personally. Have students make a chart. Read the side bar on page 207- meet the author. Then read the background to the story. Discuss where the setting of our story is? Who had it right on the 5 clue challenge?

Work session- Go over the vocabulary words. Have students write them on the paper with their hero information. Have them talk about what each word means. Have them fill in the words and meanings on the worksheet. Tell them they will have a quiz on the vocab words. The vocab words are reef, phosphorus, vulnerable, lagoon, pursuit. Have them read pages 208-212. You can ask the questions to the side as you read. If you don't get to all of those pages just write down where you left off.

Differentiation- Students can copy of seat partner's paper instead of looking off the board. Student can listen instead of sharing a personal connection.

Assessment- Were students able to understand the vocabulary words?

Closing- Make a prediction about what will happen in the story.

Reflection-

Day 2

LEQ- I can summarize the story using plot.

Standard- Standard- 1.2.5.L

Intro- Students will use the elements of plot to summarize the story.

Instruction- Review what pronouns are. Tell students that sometimes it is hard to know which pronoun they should use. Read page 219 together. Have students do the questions together with a partner. Go over answers.

Work session- Discuss what you read yesterday- what was happening in the story. Read pages 213-end. As you are reading stop and ask students to visualize parts of the story in their mind. Stop to do the questions to the side as you go. Have students do the questions on page 217 with a partner or alone (whichever you want).

Differentiation-Students can draw what they visualize instead of writing.

Assessment- Were students able to visualize important parts of the story?

Closing- Have students think to themselves what Mako's boat would look like. Have them then draw a picture of what they see in their minds. Then have them get with a partner and compare pictures. Talk about why their pictures may have some things that are the same and some that are different. Show students an example of the boat. If time-

Reflection-

Day 3

LEQ- I can summarize the story using plot.

Standard- Standard- 1.2.5.L

Intro- Students will use the elements of plot to summarize the story.

Instruction- Talk about types of conflict. Watch a screencast of explanations of the types of conflict.

Work session-Count off 1-5. Have all the 1s work together, 2s work together, 3s work together, 4s work together, and 5s work together. Give each student a vocab square paper. Have them work together to fill in the paper. Have students share their answers with the class when done. After all groups have shared, send students back to their seats. Students will work on completing some quizzes. You can pull them up on the board. You can read the questions to the students. Start with vocabulary. Read the questions and allow students to answer. Then do the comprehension quiz. Read the questions to the students. Allow students time to answer questions on their own. Finally, do the conflict quiz. Read the question. Students should write a paragraph to answer the question.

Differentiation- Students can listen to the story instead of reading.

Assessment- Were students able to understand the story and answer questions about the story?

Closing- discuss some of the answers for the conflict quiz if everyone gets done.

Reflection-

Day 4

LEQ- I can summarize the story using plot.

Standard- Standard- 1.2.5.L

Intro- Students will use the elements of plot to summarize the story.

Instruction- Remind students about what the story is about. Talk about what they read yesterday. Have them make a flow cart of things that has happened so far as a group.

Work session- Talk about how the story ended and whether or not they liked it. Have students discuss what why the grandfather was saying that at the end of the story. Talk about why Mako wanted to be the one to kill Tupa. Have students summarize the selection by writing from the following prompt. Pretend that you are visiting your friend Mako on Bora Bora during the time that this story takes place. You decide to write a letter to you family explaining what has happened. You keep your letter brief, because stationery is expensive in Bora Bora. What can you tell your family? Rubric on page 46.

Differentiation- Students can summarize with shorter sentences as long as they still get the main parts of the plot represented.

Assessment- Were students able to summarize the story by writing about the main parts of the plot?

Closing- Have students complete the vocabulary review using their books.

Reflection-

Day 5

LEQ- I can summarize the story using plot.

Standard- Standard- 1.2.5.L

Intro- Students will use the elements of plot to summarize the story.

Instruction- Play a review game with vocabulary

Work session- Take quiz on story

Differentiation- Students can work on the quiz at the back table or with Mrs. Emery.

Assessment- Were students able to comprehend the text?

Closing- Do page 19 as a class.

Reflection-

Day 6

LEQ- I can summarize the story using plot.

Standard- 1.2.5.L

Intro- Students will show their comprehension of the story by answering questions.

Instruction- Students can work together or alone to answer the questions found on page. They should work on answering these questions using RACES. They only need to write one paragraph. Go over as a class.

Work Session- Have students use RACES to answer the questions at the end of the story.

Differentiation- Students don't have to write 5 sentences for each question.

Assessment- Were students able to comprehend major aspects of the story and show their knowledge by answering the questions.

Closing- Go over answers.

Reflection-