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Fiction and Nonfiction High Interest/Low Vocabulary Stories Curriculum Map

Interest Level Grade 4 to 8, Reading Level 1.2 to 2.9

Each story is preceded by a Guided Reading Lesson plan. The lessons are formatted using curriculum expectations and allow for before, during and after reading segments. Wherever possible we have included tips for incorporating assistive technology, suggestions for English Language Learners, teaching tips and ways to explore your students multiple intelligence's. Ideas for practice in the different writing styles are included too. Independent practice pages for before, during and after reading help assist you with reading assessments.

Introduction

- At A Glance™
- Teacher Language Assessment Rubric
- Student Self-Assessment Rubric
- Written Response & Oral Response Language Checklist
- Oral Reading Checklist
- Teacher Suggestions
- Individual Response - Before, During & After
- Comprehension Black Line Masters
- Dolch Word Lists

Lesson Titles with Genre and the Reading Level by Grade:

Story One: Brandon's Blog

Genre: Fiction - Recount Writing Grade Level: 1.9

Story Two: What in the World?

Genre: Fiction – Graphic Novel Grade Level: 1.2

Story Three: What We See

Genre: Fiction – Report Grade Level: 1.2

Story Four: New Club

*Genre: Fiction – Narrative & Non-Sequential Text Grade Level: 1.5
(not including poster)*

Story Five: What is Odd?

Genre: Non-Fiction – Report Grade Level: 2.4

(not including “Get The Facts” & Glossary)

Story Six: Missing

Genre: Fiction – Mystery Grade Level: 1.8

Story Seven: Get The Message

Genre: Fiction – Instant Message Style Grade Level: 1.5

Story Eight: Gross or Cool?

Genre: Non-Fiction – Point Form Grade Level: 2.4

Story Nine: Specks

Genre: Fiction – Mystery Grade Level: 2.2

Story Ten: No Way!

Genre: Non-Fiction – Report Grade Level: 2.4

Story Eleven: A Family Drum

Genre: Fiction – Narrative Grade Level: 2.9

Story Twelve: Dirt Cups

Genre: Fiction – Narrative & Procedural Grade Level: 1.6
(not including recipe)

Story Thirteen: Lions Leap to Victory

Genre: Fiction – Newspaper Report Grade Level: 2.7

Story Fourteen: Hockey Pains

Genre: Fiction – Narrative Grade Level: 1.5

Story Fifteen: Music Is Life

Genre: Non-Fiction – Report Grade Level: 2.3

Story Sixteen: Brandon’s Blog II

Genre: Fiction – Recount Grade Level: 1.7

NO WAY!

Genre: Non-Fiction - Report

Grade Level: 2.4

Materials Needed:

- Story Copy – one for each student
- Vocabulary Cards – can create or have written on a white board
- BLM #1 – Placemat Activity

Vocabulary:

Common Sight Words – can, a, have, bug, lay, eggs, in, their, up, they, want, to, you, do, she, one, girl, went, eat, but, pick, went, out, when, did, not, go, away, saw, hit, kids, are, also, from, bus, it, gave, now, rat, big

Challenge Words – alligator, sewer, stories, scare, something, laid, tacos, real, below, chicken, burgers, buckets, waves, true, woman, chilli, dinner, problem, herself, odd, bites, spiders, snakes, merry-go-round, across

Before Reading:

Activating Prior Knowledge:

- Explain to the students that they will be reading about urban legends involving food and animals. Have the students complete a placemat activity. Ask students to quickly and quietly write down everything they can think of that is related to that topic. When time is up allow students to discuss the ideas written. Normally the most important points are listed in the center – you may want to keep the topic written in the center in order to keep students focussed on the task at hand. (For more detail please see [A Guide to Effective Literacy Instruction](#), Grades 4 to 6, Volume One, page143)

Getting Started:

- Predicting – Ask students if they can think of a time when they have told someone “No Way!” after that person has told them a story. Based on that question and the title have students predict what they think the story may be about.

During Reading:

- **Day One** – Monitor student fluency and support student fluency. Have students look for subtitles
- **Day Two** – Continue with the above process. Have students note use of exclamation marks.
- **Day Three** – Continue with the above process. Ask students why they think urban legends are so popular.

After Reading:

- **Day One** – Discuss subtitles – how did you identify them?
- **Day Two** – Discuss exclamation marks – why did the authors use them?
- **Day Three** – Have students give a brief response to the question asked before reading (why so popular) and ask them to consider/answer the question posed before the final reading.



NO WAY!



Have students share urban legends from their country of origin or unusual stories that they may have heard. Could also be used to eradicate any misconceptions students have picked up via urban legends.



Reader's Response: Reread a legend and think of reasons why this could not be true Or, reread a legend and think of reasons why this could be true.



Focus Question: In your opinion, why do people create urban legends? Use your own ideas and facts from the story.

Verbal/Linguistic	Visual/Spatial	Musical/Rhythmic	Intrapersonal
Conduct a mock interview with an urban legend survivor.	Draw an urban legend poster.	Create a song/jingle about a legend.	Write a journal entry about how you feel about urban legends.
Logical/Mathematical	Bodily/Kinesthetic	Interpersonal	Naturalist
Create an urban legend timeline.	Construct a model of a legend.	Conduct a survey of classmates favorite legends.	Examine legends and find connections.



If students select a survey, they can also use online survey generators to help them, i.e. <http://www.surveymonkey.com>.

Narrative	Procedural	Recount
Write your own urban legend.	How to write an urban legend OR write a procedure on how to do an urban legend.	Pretend an urban legend happened to you. Recount the story.
Report	Persuasive	Explanatory
Research urban legends.	Write a letter to a friend trying to convince him/her that an urban legend was true.	Write how urban legends work OR explain why people would create an urban legend.



No Way ...

Can a person have a bug lay eggs in their mouth? Can an alligator live in a sewer? People have made up stories for a long time about odd things. Maybe they want to scare you. Maybe they think the stories are real. Below are some of these kinds of stories. Are they real? What do you think?

Do Not Eat There!

One time a girl went out to eat. She picked tacos for her dinner. She liked her dinner but ... something went wrong. The next day when the girl woke up her tongue was sore. There was a bug in her taco dinner and it had laid eggs in her mouth.

If you pick chicken for supper, you may not be safe. Some people say that it is not real chicken. Some people say that you can find deep fried rats in some buckets of chicken. There are also stories of worms being used in burgers instead of meat. People have tried to say that a cell phone could cook an egg. They said that if you put an egg between two cell phones the waves would cook the egg in one hour. These stories are not true but this next story is.



A woman went out to eat. She picked chilli for her dinner. When she went to eat her chilli, she found part of a finger in her chilli. The problem with this story is the woman put the finger in the chilli herself. She tried to make a made up story into a real one.

More Bugs!

When people go away on trips, they sometimes get odd bug bites. One woman went away on a trip. She felt a bug run across her face. Later she saw a white bump on her face. The bump did not go away. Then one day she hit the bump and tiny white spiders came out of the bump!



Some stories have spiders make nests in hair. When the person gets a haircut the spider bites the person and they die. People also tell stories where spiders hide under seats and in beds. The spiders jump out and bite people. The people in the stories often die from the bites.

No Way ...

Snakes

Snakes are also in many stories. Snakes hide in ball pits and bite kids. In one story, a woman tried on a coat. She felt a pain in her neck. It turns out a snake had been inside the coat and it bit the woman. Snakes also hide in beds and bite people. One story has a snake biting a kid when she rode a merry-go-round. In some stories, the people live but in some stories, the people die.



Pets

One story tells of a woman who went away on a trip. When she was on her trip, she saw a dog that she liked. She fed the dog and gave it a bath. She was going to take the dog home. When she was on the bus to go home, a man saw the woman and her dog. The man told the woman that her dog was really a big rat! Close to this story is one where the woman takes the rat/dog home and it eats the woman's pet cat!



People used to tell these kinds of stories. Now they can also e-mail these stories. Do you think any of these may be real? Maybe you could e-mail one to a friend to see what they think.

Running Record Recording Sheet

Name: _____ Date: _____

	Errors	Self Correct	Omissions/ Insertions	Other
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..... **NO WAY!**

In The Text

In the chart below, fill in some facts about each section of the text.

Do Not Eat There	More Bugs!	Snakes	Pets

Evaluation

Why do you think that someone would try to put something in their own food?

Your Thoughts

In your opinion, why do people create urban legends? Use your own ideas and facts from the story.

..... **Word Study Choices**

Sewer

Waves

Story

Hide



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