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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

GROSS OR COOL?

Genre: Non-Fiction

Grade Level: 2.4

Materials Needed:

- Story Copy – one for each student
- Vocabulary Cards – can create or have written on a white board

Vocabulary:

Common Sight Words – we, no, do, things, people, or, and, day, not, know, are, doing, the, time, some, see, it, my, friends, I, like, to, keep, them, in, book, eat, bugs, each, your, think, girls, boys, say, night, tell, mom, sick, will

Challenge Words – gross, stuff, easy, idea, about, fact, favorites, fart, about, dust, skin, everyone, tongue, tickle, special, print, burp, brain, bathroom, dreams

Contraction – don't

Before Reading:

Activating Prior Knowledge:

- Predicting – Come up with a “gross” story to share with the students. For example, say to the students “On the way into work today I saw the grossest thing. Someone was out walking their dog and I looked over in time to see the dog go to the bathroom. I felt sorry for the guy because he had to stop and clean up after his dog. That was pretty gross!” Ask students if they can think of a gross story they may have witnessed (optional to allow them to share – you never know what you might hear!!)



Gross and Cool are slang terms that you may want to define for your ELL students.

Getting Started:

- Tell the students that today they're going to read a story about things that are both gross and cool. Ask them what types of things they think they might be reading about in our story today.

During Reading:

- **Day One** – Monitor and support student fluency.
- **Day Two** – Continue with the above process.
- **Day Three** – Continue with the above process.

After Reading:

- **Day One** – Discuss bullet points.
- **Day Two** – Look at the graphics - What is the purpose of this feature? Why do you think the author choose this organizational pattern?
- **Day Three** – Ask students what the difference is between something that is gross and something that is cool. Ask students if something that is cool to you can be gross to someone else.



If you have access to Word Prediction software, i.e. Co-Writer, Word Q, encourage students to use the program to write their responses. This will help struggling spellers who will, hopefully, write longer responses when they do not feel the pressure to remember how to spell every word properly.

GROSS OR COOL?



Reader's Response: Provide two examples of times that you used visualization to help you understand the text.



Focus Question: What makes something gross or cool? Using examples from the text and your own ideas, identify two points that are gross or cool and what makes them that way.

Verbal/Linguistic	Visual/Spatial	Musical/Rhythmic	Intrapersonal
Create a mock news report and report on the facts in the story.	Illustrate 2 to 3 facts from the story.	Write a poem using 2 to 3 of the facts from the story.	Write about the grossest and/or coolest thing you have ever seen.
Logical/Mathematical	Bodily/Kinesthetic	Interpersonal	Naturalist
Take some of the numerical information presented and multiply it, i.e. how many times in a month?, year? Etc.	Create charade style movements and have people guess what fact you are acting out.	Work with the other students in your group to help organize all activities into one presentation.	Research some gross/cool facts that can be found in nature or, facts that effect nature, i.e. water consumption in a day.



Students with logical/mathematic intelligences may enjoy working in software that can create spreadsheets, databases, and graphs to help them provide visuals to their problem solving.

Narrative	Procedural	Recount
Write a story and try to work in some of the facts from the story.	Write the steps for tickling someone.	Write about a time when something gross or cool happened to you.
Report	Persuasive	Explanatory
Write a report on a bodily function of your choice.	Write a letter to your teacher explaining why farting and burping in class should be acceptable.	Write how a fart happens.



If students are doing the writing as a Quick Write then students may be able to dramatize or record their "writings." For instance, after writing out the steps to tickling someone they could work with a partner to videotape the steps or have someone else attempt their procedure to see if it works.



Gross or Cool?

Every day people do gross stuff. We do not even know we are doing it most of the time. Some gross things are easy to see or smell. Some gross things go on and we have no idea about it.

My friends and I like to find out gross facts about people. We share them and see who has the best gross fact. Some of the facts are more cool than gross. We keep them in a book and our facts keep growing! Here are some of our favorites:



What do you think? Circle G for Gross or C for Cool.

- G** **C** • People fart about 14 times a day.
- G** **C** • You eat about 14 bugs each year when you are sleeping.
- G** **C** • The dust in your house is mostly your dead skin.
- G** **C** • Your tongue is the strongest muscle in your body. Everyone has their own special tongue print.
- G** **C** • People burp about 15 times a day.
- G** **C** • A person makes enough spit over their life to fill a swimming pool.
- G** **C** • A person's brain is 85% water.
- G** **C** • Girls say about 7,000 words a day. Boys say about 2,000 words a day.
- G** **C** • People go to the bathroom about 6 times a day.
- G** **C** • Your body makes about 1.5 L of pee a day.
- G** **C** • People have about 100,000 hairs on their heads. You lose up to 100 hairs a day.



- G** **C** • You blink about 600 times in one hour. You blink over 10,000,000 times a year.
- G** **C** • You cannot tickle yourself.
- G** **C** • You have 5 or 6 dreams a night.
- G** **C** • Your blood takes about 60 seconds to go around your whole body.

What do you think? Do you know any facts we don't?

See if you can find some cool and gross facts of your own. If you tell them to your Mom, it will make her feel sick!



GROSS OR COOL?

Running Record Recording Sheet

Name: _____ Date: _____

	Errors	Self Correct	Omissions/ Insertions	Other
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..... **GROSS OR COOL?**

In The Text

List at least five facts from the text.

Evaluation

Why do you think the boys thought the facts in the text would make your mom feel “sick?”

Your Thoughts

What makes something gross or cool? Using examples from the text and your own ideas, identify two points from the text that are gross or cool and what makes them that way.

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

Gross

Facts

Share

Dust

Tickle



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