**Literacy Planning**

**The Watsons Go to Birmingham by Christopher Paul Curtis 4-6 Weeks**

**Concept Question: Why is it important to know yourself and to understand the points of view of others in order to successfully face and solve conflicts?**

**Central Theme: There’s a strength in all of us that gives us the courage to deal with our problems.**

Week 4 – 10/28 to 11/1

10/28 - YWBAT use your understanding of the Latin root, ‘equ’ to determine the meaning of unfamiliar words

Success is: being able to define, spell and illustrate your vocabulary words

* Frontload this week’s vocabulary: equate, equilibrium, equation, equivocal
  + Additional words will be identified as we read the book this week
* Reciprocal Teaching: Assyrians article
* Book clubs (Zach’s Lie AWS)

10/29 - YWBAT understand that informative/explanatory texts to are written to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

YWBAT use context clues to determine the meanings of unfamiliar words.

YWBAT identify details of a story in order to increase comprehension and draw conclusions.

Success is: identifying the key components of informational writing

Success is: using sticky notes, background knowledge and context to narrow down a definition

Success is: use evidence to draw inferences

* Writing: Compare and Contrast
  + Students skim, “Swimming, Now and Then”
  + Discuss: why was this written? How was this organized?
  + Intro to compare and contrast writing: fill out the grid and students fill out their copies
  + Foldable
* Reciprocal Teaching: Assyrians article
* Book clubs (Phantom Tollbooth and Hoot)
* Read Watsons chapter 6
  + Comprehension check: Context Clues, Identifying Details, Making Inferences, Characters’ Prospective.
  + Small Group Discussion –Byron’s behavior

10/30 - YWBAT understand that informative/explanatory texts to are written to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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* Writing: Cause and Effect
  + Students skim,
  + Discuss: why was this written? How was this organized?
  + Intro to cause and effect writing: fill out the grid and students fill out their copies
  + Foldable
* Social Studies foldable: major contributions of the Assyrians and Babylonians
* Book clubs (Hoot and Zach’s lie)
* Read Watsons chapter 7
  + Hair straightening in the 1960’s
  + Comprehension check: Context Clues, Identifying Details, Making Predictions, Characters’ Motivations

10/31 - Write to learn: The History of Halloween

11/1 - YWBAT use your understanding of the Latin root, ‘equ’ to determine the meaning of unfamiliar words

Success is: being able to define, spell and use your vocabulary words in context

* Vocabulary test