***Instructional Design***

***4th Grade Reading***

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***EDTL 7100***

***Summer 2012*Rationale**

Reading is arguably the most important skill a child will learn in school. There are so many aspects that go into making a child a great reader, from fluency, to comprehension to vocabulary, they are all equally important. What good is reading fluently if there is little or no comprehension? How will comprehension be affected if vocabulary is limited? Good readers need to be well rounded and have a strong basis to grow on.

The question then becomes what are the best ways to teach children how to become excellent readers? Reading aloud to kids is a great option. By reading aloud, teachers and parents are giving children an excellent model of good reading and kids are able to pick up on inflection, pauses, and fluency while listening. Santoro, Chard, Howard, and Baker agree with the positive outcomes reading aloud can have for children in their article, *Making the Very Most of Classroom Read-Alouds to Promote Comprehension and Vocabulary.* The article makes several great arguments for reading aloud including the opportunity for discussion and new vocabulary to increase student comprehension.

Reading aloud also helps to eliminate reader confusion and miss-information. If a child is a struggling reader, they are likely to lose out on some information due to multiply miscues and the story can become less interesting and meaningful. When children are listening and following along, this issue is eliminated. *An investigation of silent versus aloud reading comprehension of elementary students using Maze assessment procedures* supports the fact that children will gain much more from a story that is read aloud versus silently if they are having trouble reading the words.

There is not argument that kids will become better readers by reading, no matter what or how. Among others, children will benefit from reading aloud, silently, paired reading and echo reading. Let us not forget, that it doesn’t matter the method, as long as children are reading!

**Unit Outcomes**

* Students will describe setting using important details from the story.
* Students will describe events from the story, in sequential order, using important details from the story.
* Students will describe characters and their traits using important details from the story

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character/Sequence/Setting ~Pre-Test/Post-Test

1. What is a story setting?

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1. Give 2 example of setting.

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1. Honesty is a character trait. List 5 more character traits.

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1. What does the word sequence mean?

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1. Write down the steps for completing a task in sequential order. For example, your morning routine or making a sandwich. Use as many lines as you need.

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2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Tales of a 4th Grade Nothing*

Assignment 1~ Day 1

Character Traits/Sequencing/**Setting**

1. Settings
2. Students will describe setting using important details from the story.
3. Procedures
   1. To introduce story setting, I would begin by asking students what comes to mind when they hear the word setting, making a list for students to see. (10 min.)
   2. To help students develop story setting, I will read aloud several different versions of Cinderella (Dinorella, Cindy Ella, Smokey Rose) and discuss as a whole group the effect the setting has on a story and discuss how the story changes based on time and place. (25 min.)
   3. To conclude this lesson as a class, we will form a definition for the word setting and display it in the room as a reference for students throughout the remainder of the year. (10 min.)
4. Assessment/Evaluation Strategy
   1. I will be using formative assessment through observation and discussion.
5. Materials/Resources
   1. Cinderella, Dinorella, Cindy Ella, and Smokey Rose books.
   2. White board/ELMO for list making
   3. Poster board/paper to record and display our definition
   4. Markers/writing utensils

*Tales of a 4th Grade Nothing*

Assignment 1~ Day 2

Character Traits/Sequencing/**Setting**

1. Settings cont.
2. Students will describe setting using important details from the story.
3. Procedures
   1. Today I will introduce out read-a-loud book, *Tales of a 4th Grade Nothing*. Each student will receive a copy of the book to follow along and read as I am reading aloud. (10 min.)
   2. I will then begin reading the first assignment (pg. 1- 33) and stopping frequently to ask questions and promote discussion specifically focusing on setting today as that is the skill we spent yesterday practicing. (25 min.)
   3. To conclude this lesson, I will give each student an exit slip on which they will need to right a setting from the book or a question that they have regarding setting. (10 min.)
4. Assessment/Evaluation Strategy
   1. I will be using formative assessment through observation and discussion. I will also be collecting the exit slips to help guide my teaching but won’t be taking them for a grade.
5. Materials/Resources
   1. *25 copies of Tales of a 4th Grade Nothing*
   2. Exit Slips

*Tales of a 4th Grade Nothing*

Assignment 1~ Day 3

**Character Traits**/Sequencing/Setting

1. Character Traits
2. Students will describe character traits using important details from the story.
3. Procedures
   1. To introduce character traits we will start by brainstorming a list of character traits in small groups. We will then take turns sharing some of the traits they have written down and I will clarify character traits to be sure that students have a good understanding of the skill. (15 min.)
   2. To practice this skill, in small groups I will give each student a piece of paper. The students will be instructed to write the name of each member in their group on the paper. With 1 minute incriments, kids will pass around their paper within their groups, at the sound of my bell. Each time the receive a group members paper, they find their own name and write down a positive character trait of the person whose paper they have. When the activity is done, each group member had a paper with positive character traits that other see in them. (15 min.)
   3. To conclude this lesson as a class, we will finish up reading assignment 1 (Pgs. 1-33). (15 min.)
4. Assessment/Evaluation Strategy
   1. I will be using formative assessment through observation and discussion.
5. Materials/Resources
   1. Board/ELMO
   2. Marker/Writing Utensils
   3. Paper

*Tales of a 4th Grade Nothing*

Assignment 1~ Day 4

Character Traits/**Sequencing**/Setting

1. Sequencing
2. Students will describe events from in sequential order with details from the story.
3. Procedures
   1. To introduce story sequencing, each group will get a set of 8 sentence strips. Each strip has a step to frosting a cookie and they are in a random order. With their group, they will have to re-arrange the strips to appropriately describe the sequence of frosting a cookie. (10 min.)
   2. Next, each group will get plastic knives, plain cookies, frosting, napkins, plates, and sprinkles. Following the steps that the students have put in order, each student will frost and decorate his/her own cookie. (25 min.)
   3. To conclude this lesson, each student will create a set of instructions to do/perform/make something. The topic is up to each individual student, but the steps must be in order. I will collect this as a check for understanding. (10 min.)
4. Assessment/Evaluation Strategy
   1. I will be using formative assessment through observation. I will also be collecting the directions written by students to check for understanding.
   2. Students will be given a homework assignment: Character Commander worksheet.
5. Materials/Resources
   1. 6 copies of sentence strips containing the steps to frosting a cookie.
   2. plastic knives, plain cookies, frosting, napkins, plates, and sprinkles
   3. Paper for assessment
   4. Character Commander ws

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment #: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Book Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pages: \_\_\_\_\_\_\_\_\_

**Your job:**

Identify two main characters. Choose two character traits that describe them and give a detail of proof for that trait. Next, identify two settings from the assignment and give a detail of proof for each one. Finally, choose four main events from the assignment and write them in sequential order.

**When you meet with your group:**

Read each section and discuss them with your group members. Ask if there are any other characters, settings, or events that should be discussed.

**Character #1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Detail of Proof: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Detail of Proof: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character #2**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Detail of Proof: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  + Detail of Proof: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_/5 points = \_\_ main characters named \_\_ main events are in order

\_\_ correct settings \_\_ details are given

\_\_ completed on time

**Setting #1**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_

* Detail of Proof: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Setting #2**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_

* Detail of Proof: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sequence of important events**

* First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

* Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

*Tales of a 4th Grade Nothing*

Assignment 1~ Day 5

**Character Traits/Sequencing/Setting**

1. Settings, Character Traits, Sequence
2. Students will describe setting, character traits, and sequence events using important details from the story.
3. Procedures
   1. To begin today, I will give the class a few minutes to finish up any last minute parts of worksheet or finish reading assignment 1 if we haven’t gotten it finished. (10 min.)
   2. In literature circle groups, students will get together and discuss the book so far. Each student has a role and the group should be able to sustain discussion without too much help. (25 min.)
   3. We will finish up the week by discussing assignment 1 as a class and I will collect the Character Commander worksheet for a grade. (10 min.)
4. Assessment/Evaluation Strategy
   1. I will be using formative assessment through observation and discussion. I will also be collecting the ws to be graded for understanding of setting, sequence, and character traits.
5. Materials/Resources
   1. Worksheets from yesterday
   2. *Tales of a 4th Grade Nothing* book

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character/Sequence/Setting ~Post-Test

1. What is a story setting?

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1. Give 5 settings that were included in *Tales of a 4th Grade Nothing*.

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1. List a character trait and why you chose that for each of the characters.

Fudge:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Peter:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Jimmy:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Shelia:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does the word sequence mean?

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1. List at least 5 events from the story in sequential order.

1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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