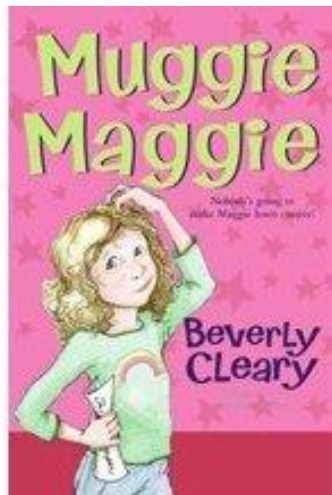


Muggie Maggie



U N I T P L A N

MUGGIE MAGGIE

THIRD GRADE

Overview

This unit is designed off of a reading book that the third graders would be reading during the middle of the school year (February-March). While reading this book the students will learn and use various literary skills to develop better comprehension. They will be working on vocabulary, contractions, pronouns, compound words, cause and effect, and comprehension. The content area would be Reading/Language Arts.

Demographics

Students are from a small town in rural Kansas. The class consists of fourteen boys and ten girls. Of those students 3 are ELL students, 6 SPED, 5 on MTSS, and 10 on grade level. 75% of the students receive free/reduced lunch. As a class they enjoy sharing their work, working together in small learning groups, and being safe at school.

Modifications/Accommodations

All modifications are made within the lesson plan at the end of each lesson it states accommodations or adaptations to assist students.

Technology

Technology is used throughout the unit from powerpoint lessons to taking their pre and post test via clickers on the SMART Board. Students will use computers to use online dictionaries. Students and the teacher will be able to create powerpoint presentations and use the SMART board to demonstrate their ideas. To be more specific for technology for each lesson look at the table of contents.

State Standards

The following are the main state standards that show what the unit will address and how the unit will address these standards.

Language Arts State Standards:

Standard 1: Students read and comprehends across the curriculum.

Literature:

- **Benchmark 3: The student expands vocabulary.**
 - identifies and uses synonyms, antonyms, and homophones to determine the meaning of a word
 - determines the meaning of unknown words.
 - determines meaning of words through word structure. (compound words)

Benchmark 4: The student comprehends a variety of texts.

- identifies text structure (cause and effect)
- sequences events in logical order
- retells main ideas or events as well as supporting details.
- generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading.
- uses information from texts to make inferences and draw conclusions.
- links cause and effect in appropriate-level narrative and expository text

Standard 2: The student responds to a variety of text.

Literature:

Benchmark 2: The student uses literary concepts to interpret and respond to text.

- identifies and describes characters traits.
- identifies and describes setting

Lesson 1: Pre-test

Students will take a pre-test using the clickers to identify various literary skills in questions. This will assist the teacher in knowing what students may struggle with throughout the unit.

Then the teacher will give a preview of the book the class will be reading, handout their journals (notebooks) to each student. The students will need to put their name on it.

Lesson 2: Vocabulary Development

Chapter 1 and 2

Objectives:

- Students will use simple strategies to determine meaning and increase vocabulary for reading including use of multiple meanings, synonyms, antonyms and word relations.
- Students will read text and determine the main idea, identify relevant supporting details.

Standards:

Standard 1 benchmark 3 and 4 are being addressed through word work and identifying main idea and details.

Vocabulary: contrary, forecaster, indignant, insist, nuisance, cootie, demonstrate, examine, monitor, stroke, struggled, artistic

Mini-Lesson Working with words: Introduction to vocabulary along with activity.

Activity: The teacher will...

1. Begin lesson by activating prior knowledge by having the students answer the following question in their journal: What is the subject you wish you didn't have to learn in school? (five minutes)
2. Choose two - three students to read their journal aloud.
3. Introduce vocabulary words and definitions.

4. Give each student a white piece of paper, and have them fold it into six pieces (model). Students can also use word processing and create a table with two columns and three rows as their boxes; then type, add clip art and graphics.
5. Have students write each vocabulary word, definition and illustration in each box.
6. Have students write prediction of the story based on title and the front cover.
7. Read and discuss chapter one.
8. Have the students go online to [Word Central](#) to find synonyms and antonyms for their vocabulary words. Before students start the teacher will review what a synonym and antonym are.
9. Have the students complete the vocabulary worksheet.

Adaptations

Students that struggle with finding the words within the story the page number could be provided, so they can look directly on the page of the book. Charts could already be folded for students that struggle with folding paper. Students could work in partners in looking up synonyms and antonyms.

Technology

Students will be using computers to look up words on the internet and the teacher will be modeling on the SMART board.

Extension

Students can complete comprehension questions about the story. See questions below.

Name: _____

Date: _____

Muggie Maggie
Vocabulary- Chapter 1

1. cootie	a teasing word meaning the person has germs or is unwelcome
2. contrariness	a person who chooses to do the opposite of what they are asked
3. nuisance	something that is annoying or bothersome
4. indignant	upset or angry as a response to something someone has said

Find the word in this Chapter. Write the sentence on the line below for each vocabulary word.

page Sentence

1. _____. _____

2. _____. _____

3. _____. _____

4. _____. _____

Muggie Maggie
Comprehension- Chapter 1

Use the book to answer the following questions using COMPLETE SENTENCES.

1. What did the sixth grade boys on the bus call Maggie? *They called Maggie* _____

2. Where did the Schultz family get Kisser? *They got Kisser at* _____

3. What does Maggie's father call her? _____

4. On page 7, why was Maggie annoyed? _____

5. What does Mrs. Schultz do during the day? _____

6. What did Maggie do when Kirby pushed the table into her stomach? _____

What was the right thing to do? _____ Why or Why not? _____

What other way could she have solved her problem? _____

7. Maggie thinks cursive is not important. Why does she think she does not need to learn it? _____

8. On page 9, Maggie says no one can make her write cursive. "So there." Her mom says, "Ho-ho." What does she mean by that? _____

9. What kinds of things are written in cursive? _____

Muggie Maggie
Comprehension- Chapter 2

1. How does Mrs. Leeper describe some cursive letters? _____

2. The class did not practice whole letters the first day. What did they do? _____

3. While the rest of the class worked on letters the second day, what did Maggie do? _____

4. Why can't Maggie stay after school? _____

5. What are the "little circles floating around" on Maggie's Mom's paper? _____

6. How did Maggie try to "fix her Mom's cursive? _____

7. How did Maggie try to "fix her Dad's cursive? _____

8. Look at the picture on page 17. How does Maggie feel? _____

Why? _____

9. Do you think Maggie is doing the right thing? _____ Why? _____

10. What are some words you would use to describe Maggie's character? _____

Lesson 3: Contractions

Chapter 3 and 4

Objective: Students will be able to:

- Use simple strategies to determine meaning and increase vocabulary for reading including the use of multiple meaning, synonyms, antonyms and word relations.
- Determine the main idea, identify relevant supporting details, and facts.
- Determine the similarities and differences among the characters.
- Write a personal letter using the correct form.

Standards:

Standard 1 benchmark 3 and 4 are being addressed through identifying unknown words based upon word structure and main idea and details.

Vocabulary: conference, dread, motivated, reluctant, suspicious, immature, approve, computer, individual, obviously, protect, revolt, signature, daintily

Mini-Lesson Working with words:

The teacher will introduce contractions by writing samples on the board, then monitor as students make a list of contractions they find in chapter two. Students will go online to [Quia](#) and complete activities on contractions.

Activity: The teacher will...

1. Begin lesson by having the students share their prediction of chapter three.
2. Have students get into cooperative groups to brainstorm all the times you need to write cursive and the times you need to print. (put the responses on the SMART Board.)
3. Review vocabulary words and definitions from chapter one and two.
4. Introduce new vocabulary words and definitions for chapter three and four.
5. Give each student a white piece of paper, and have them fold it into six pieces.
6. Have students write each vocabulary word, definition and illustration in each box.

7. Read and discuss chapter three. Students will read chapter four on their own.

8. Students will do a writing activity (Imagine you are Maggie and write a note to Mrs. Leeper explaining why JoAnn and you should be sitting at the same table. Try to convince her by giving her three good reasons. - work in pairs) and answer the following questions:

Why does Mrs. Leeper compare cursive writing to a roller coaster?

Do you think Maggie is starting to change her mind about cursive writing? Give examples from the book to back up your opinion.

Adaptations

To assist students that struggle with following the letter format, have a pre-made format ready for those students. Again, have the paper ready for vocabulary words.

Technology

Students will be able to come up and write their ideas as to why you need to learn cursive on the SMART board. If time allows they will also have the opportunity to look up words on the computer again.

Extension

Students can answer comprehension questions on the worksheet and then find synonyms and antonyms on the internet.

Muggie Maggie
Comprehension- Chapter 3

1. Why does Mrs. Leeper say that Maggie's cursive is untidy? _____

2. Mrs. Schultz was not happy to go to the teacher conference. Name three things she had to do that day. _____

3. Why does Jo Anne think Mrs. Schultz is at the school? _____

4. On page 24, Mrs. Schultz "sounds cross." What does that mean? _____

5. Why was Maggie not happy to be going to the principal's office? _____

6. On page 27, it says that Maggie "was not motivated to write cursive." What does that mean? _____

7. When her parents get off the phone with the principal, they are upset. Why? _____

8. On page 29, Maggie is suspicious of letters from school because she has gotten them before. What does this tell you about Maggie? _____

9. At the end of this chapter, Maggie wishes "she had never started the whole thing." What is she talking about and why does she wish that? _____

Muggie Maggie
Comprehension- Chapter 4

1. Why did Maggie think she "could not back down?" _____

2. How did Courtney and Kelly feel about what Maggie was doing? _____

3. What was the name of Maggie's friend who offered to help her? _____

4. List some of the things Mrs. Leeper tells Maggie are wrong with her cursive.

5. What is the new nickname Kirby calls Maggie after she tries to write her name in cursive? _____

6. Maggie said that she would NEVER write in cursive. Now, she decides to practice. How does she convince herself that it is all right to write in cursive? _____

7. Maggie tries to write like her father and her mother. Why do you think she does that? _____

8. On page 36, Mrs. Leeper tells Maggie and Kirby to "be good citizens." Tell about some of the things you can do to be a good citizen in class. _____

9. At the end of this chapter, Maggie does not have a good recess. How would you feel if your classmates were calling you names? _____

Lesson 4: Pronouns

Chapter 5 and 6

Objective: Students will be able to:

- Use simple strategies to determine meaning and increase vocabulary for reading including use of multiple meanings, synonyms, antonyms and word relations.
- Read text and determine the main idea, identify relevant supporting details.
- Write a personal letter using the correct form.

Standards:

Standard 1 benchmark 3 and 4 are being addressed through identifying unknown words based upon word structure and main idea and details.

Vocabulary: gently, accurate, embarrassed, virtuous, ruffled, annoyingly, invisible, glanced, message, defeat, supervised, crunched

Mini-Lesson Working with words: The teacher will introduce pronouns by writing samples on the board, then monitor as students make a list of pronouns they find in chapter three. Students will go online on the Smart board with the teacher to complete activities on pronouns. <http://a4esl.org/q/h/vm/pronouns.html>

Activity: The teacher will...

1. Begin lesson by having the students share their prediction of chapter five and six.
2. Review vocabulary words and definitions from chapters three and four.
3. Introduce new vocabulary words and definitions for chapters five and six.
4. Give each student a white piece of paper, and have them fold it into six pieces.
5. Have students write each vocabulary word, definition and illustration in each box.
6. Read and discuss chapter five. Chapter 6 will be read on their own.

7. Students will write a letter to Maggie in which they try to convince her to do cursive writing the proper way and answer the following questions:

Why does Maggie begin to enjoy cursive writing?

Why does her enjoyment end?

Do you think there is something the adults could do to make Maggie change her mind about cursive writing?

Are punishments and visits to a psychologists going to help?

Accommodations

To assist students that struggle with identifying pronouns, have a list of pronouns on their desk. Charts could already be folded for students that struggle with folding paper.

Technology

Technology will be used with the Smart board with students interacting with pronouns.

Extension

Students can answer comprehension questions on the worksheet and then find synonyms and antonyms on the internet.

Muggie Maggie
Comprehension- Chapter 5

1. Who gave Maggie the present of a new ink pen? _____

2. Why did Maggie's father tell her the computer was off limits? _____

3. Why did Maggie put the extra message on the end of her letter? _____

4. What did Ms. Madden say to Maggie that made her cry? _____

5. Maggie's mother and father agree that Maggie should have written the note again. What do you think? _____

6. Do you ever feel like grown-ups are "picking on you?" _____ Write about one of those times. _____

7. Maggie tells her father she is going to be an astronaut or meter maid. What do you want to be when you grow up? _____

8. Do you need to have neat writing for that job? _____ Why or why not? _____

9. Maggie remembered to write a "Thank You Note" to Ms. Madden. What would you have written to Ms. Maden if she had given you the gift? _____

Muggie Maggie
Comprehension- Chapter 6

1. What does Mrs. Leeper say to the class to begin the day? _____

2. What were the words Mrs. Leeper wrote on the chalkboard? _____

3. Why did Maggie not expect to be chosen as a message monitor? _____

4. What was Kirby doing under the table? _____

5. What was the name of the person Maggie delivered the note to? _____

What did he do at the school? _____

6. Maggie tries not to open the note, but she ends up reading the message.
Was that right or wrong? Explain. _____

7. Read the message the teacher sends in the note. What did the note say? _____

8. Read the message Mr. Galloway sends back with Maggie. What did this message say? _____

9. Why do you think the teacher had Maggie deliver that note to the principal? _____

10. At the end of the chapter, Maggie decides it may be interesting to learn about cursive writing? Why? _____

Lesson 5: COMPOUND WORDS

Chapter 7 and 8

Objective: Students will be able to:

- Use simple strategies to determine meaning and increase vocabulary for reading including the use of multiple meaning, synonyms, antonyms and word relations.
- Determine the main idea, identify relevant supporting details, and facts.

Standards:

Standard 1 benchmark 3 and 4 are being addressed through identifying unknown words based upon word structure and main idea and details.

Vocabulary: admitted, announced, anxious, cross, desperate, ferocious, frantic, informed, ragged, shabby, stern, tousled, peculiar, tittered, frantically, distinguished, plodded, reply, remains, crisis, arithmetic, astonished, indignant, cursive

Mini-Lesson: The teacher will introduce compound words by writing sample on the board, then monitor as students make a list of compound words they find in chapter four. The teacher will go online to [Quia-Compound](#) or [Quia-Compound Words](#) and complete activities on compound words.

Activity: The teacher will...

1. Begin lesson by having the students share their prediction of chapters seven and eight.
2. Do a class survey to find out how many are left-handed and how many are right-handed and make a class chart to show the results.
3. Have the students answer the following questions to go along with the chart: What is the total for left-handed and right-handed? and Are there more girls or boys that are left-handed or right-handed?
4. Review vocabulary words and definitions from chapters five and six.
5. Introduce new vocabulary words and definitions for chapters seven and eight.

6. Give each student a white piece of paper, and have them fold it into eight pieces.
7. Have students write each vocabulary word, definition and illustration in each box.
8. Read and discuss chapter seven. Chapter eight will be on their own.

Accommodations

For students that are struggling with compound words, have them circle the two words that make up a compound word. Charts could already be folded for students that struggle with folding paper.

Technology

Using the Smart board have students come and identify words as compound by dragging words into groups.

Extension

Students can answer comprehension questions on the worksheet and then find synonyms and antonyms on the internet.

Muggie Maggie
Comprehension- Chapter 7

1. Why do Courtney and Kelly think Maggie was asked to be message monitor?_

2. What were the words from the first grade teacher?_____

3. What did the "ferocious" sixth grade teacher write?_____

4. What does Maggie tell Jo Anne is the reason she can't spend the night?_____

5. What is Maggie working so hard on over the weekend?_____

6. On page 59, Maggie says she would "feel ashamed, like admitting she had been wrong." Why? _____

7. After Maggie begins to learn cursive, what does she tell her father about his writing?_____

8. After Maggie begins to learn cursive, what does she tell her mother about her writing _____

9. Why do you think *Maggie* is so tired and cross? _____

Muggie Maggie
Comprehension- Chapter 8

1. What is the message Mrs. Leeper writes on the board that morning?__

2. Who is the first message of the day to be delivered to?_____

3. Why was Maggie shocked and angry?_____

4. When Maggie reads the note from the Principal, she is astonished. What is it that she found so amazing?_____

5. On page 67, Mrs. Leepers says, "This is a happy day, Maggie." What does she mean?_____

6. Maggie decides NOT to push the table into Kirby's stomach. What does she do instead?_____

7. The main character in the story is _____

8. What is the setting of the story?_____

9. The main problem in this story is _____

10. The teacher tries to solve the problem by _____

11. Choose another character in the story and tell how you are the same and different. _____

Lesson 6: Cause and Effect

Objective: Students will be able to:

- Identify vocabulary.
- Identify the cause (Why did it happen?) to the effect (What happened?).

Standards:

Standards 1 and 2 are being addressed as well as each of the benchmarks indicated at the beginning of the unit. Students are specifically working on standard 1 benchmark 4.

Activity: The teacher will...

1. Begin lesson by reviewing vocabulary words and definitions.
2. Review the events of the story and have a discussion with the class.
3. Review what cause and effect is and discuss. Do a few examples on the board to help students understand cause and effect.
5. Have the students complete a worksheet on cause and effect. (20 minutes)
6. Allow students to share their responses with another pair.
7. If time permits allow two- three pairs to share their responses.

Accommodations

While reviewing write the events on the board for the visual learners. To assist with the cause and effect have students draw a picture to help them understand that there is a relationship. Because you did this, the effect is this. For example a lightning bolt hitting a tree, the effect would be the tree on fire.

Technology

For this lesson students could use the interactive white board to help manipulate pictures to see the cause and effect.

Extension

Pair up the students to complete a cloze activity their book. Worksheet attached.

Muggie Maggie (Cause and Effect)

Read the sentences. On the line provided write if the statement is a cause or effect.

****Remember, the cause tells (why did it happen?) and the effect tells (what happened?)****

1. _____ Maggie thought cursive was dumb.

_____ Maggie refused to learn cursive.

2. _____ Maggie's pride kept her from trying to learn cursive.

_____ Maggie knew her classmates were watching her.

3. _____ Maggie spelled her name "M-U-G-G-I-E."

_____ Maggie's classmates called her "Muggie Maggie."

4. _____ Mrs. Madden sent Maggie a pen.

_____ Maggie wrote a thank-you note.

5. _____ Mrs. Leeper chose Maggie to be message monitor.

_____ Mrs. Leeper wanted Maggie to read the notes.

6. _____ Maggie couldn't read Mrs. Leeper's notes.

_____ Maggie had not learned cursive.

7. _____ Maggie started trying to learn cursive.

_____ Maggie wanted to read Mrs. Leeper's notes.

8. _____ Maggie found out that the notes were about her.

_____ Maggie was shocked and angry.

MUGGIE MAGGIE

CLOZE ACTIVITY

The following passage has been taken from the beginning of Chapter Four. Read it all the way through. Then fill in each blank with a word that makes sense. Afterwards, you may compare your language with that of the author.

Maggie had grown bored with not writing cursive, but by now the whole third grade was interested in her revolt. Each day, they _____ to see whether she gave in. Her _____ talked about it at lunchtime. In the _____ she overheard a fourth grader say, "There _____ that girl who won't write cursive." Many _____ thought she was brave; others thought she _____ acting stupid. Obviously, Maggie could not back _____ now. She had to protect her pride.

_____ and Kelly, best friends who sat opposite another, did not approve of Maggie. Courtney _____ "Only first and second graders print."

Kelly _____, "I think you are acting dumb, Maggie."

Jo Ann _____ from the next table. "If you are _____ trouble, maybe I can help you on _____."

"I'm not having trouble," Maggie whispered back.

_____ just don't want to do it." Then _____ worried. What if others thought Gifted and Talented Maggie couldn't write cursive if she wanted to.

Lesson 7: Story Map

Objective: Students will be able to:

- Identify vocabulary.
- Identify story elements (Title, Author, Setting, Characters, Problem, Events one, two and three and Solution) by using a story map

Standards:

Standard 1 and 2 are being addressed by identifying characters, setting, solution, problem, and details.

Activity: The teacher will...

1. Begin lesson by reviewing vocabulary words and definitions.
2. Review the events of the story and have a discussion with the class.
3. Have the students create a story map like the picture below: (30 minutes)



Parts of a story map:

Title:

Author:

Setting

Characters:

Problem:

Events one, two, and three:

Solution

For the bow vocabulary words throughout the story.

4. Discuss with the students the importance of a story map. On their kites they will identify four categories, write sentence regarding that part of the story map and then draw a scene from the book to go with it.
5. Allow students time to create their story kites.
6. Allow students time to share their work with another student.
7. If time permits allow two- three pairs to share their responses.

Accommodations

To help those students that struggle have the kite divided and labeled for them already. Have them draw their picture first instead of write it.

Technology

None would be needed with this lesson.

Extension

Students could practice writing sentence strips of the events of the story and then put them back in order.

Lesson 8: Post-Test

Students will take a clicker quiz again to on the literary skills we focused on during the Muggie Maggie unit.

Name: _____

Date: _____

Pre and Post Test for Concepts learned in Muggie Maggie.

Contractions:

Match the contraction that makes one word to two words.

1. won't _____
2. can't _____
3. I'm _____
4. we're _____
5. she's _____
6. they'll _____
7. you're _____
8. doesn't _____
9. he'll _____
10. we'll _____

- a. he will
- b. will not
- c. we will
- d. I am
- e. can not
- f. you are
- g. does not
- h. they will
- i. she is
- j. we are

Pronouns:

Circle the best answer.

11. Despite her parents complaints, she decided to live by _____ in New Your City?
a. her
b. herself
12. If you happen to see your parents this weekend, give _____ my best regards.
a. him
b. her
c. them
13. I can't understand _____ when she speaks German with _____.
a. her, me
b. him, me
14. He should be ashamed of _____.
a. himself
b. him
15. Mary was worried about the children, so she convinced _____ husband not to accept the job.
a. his
b. her
16. We came across a friend of _____ at the mall yesterday.
a. ours
b. us
17. I can't find _____ pencil. Can I use _____, Mary?
a. my, yours
b. mine, yours
18. I cut _____ when I was peeling the potatoes.
a. me

b. myself

19. This house is too expensive for _____. We can't pay such a high rent.

- a. us
- b. we

20. Each plan has _____ merits.

- a. it
- b. its

Compound Words:

Circle the best answer.

21. Which is not a compound word?

- a. midnight
- b. bathroom
- c. calendar
- d. campground

22. Create a compound word using **snow**

- a. fall
- b. round
- c. flash

23. Create a compound word using **flag**

- a. ad
- b. pole
- c. print

24. Complete the sentence: Make a compound word that fits in the sentence using two of the three words: (**cook, mark, book**)

When you make something to eat you look in a _____.

25. Which is a compound word?

- a. Saturday
- b. candy
- c. laughing
- d. freeway

Identify the cause and effect in the two statements.

26. _____ I rode over glass in the street.

_____ My tire was flat.

27. _____ The lightning struck a tree.

_____ The tree started on fire.

28. _____ I would not eat the cookies.

_____ The cookies were burnt.

29. _____ I won a \$1000.

_____ I went on a shopping trip.

30. _____ I got a haircut.

_____ My hair grew long.

ANSWER KEY

Name: _____

Date: _____

Pre and Post Test for Concepts learned in Muggie Maggie.

Contractions:

Match the contraction that makes one word to two words.

- 31. won't _____ **b**
- 32. can't _____ **e**
- 33. I'm _____ **d**
- 34. we're _____ **j**
- 35. she's _____ **i**
- 36. they'll _____ **h**
- 37. you're _____ **f**
- 38. doesn't _____ **g**
- 39. he'll _____ **a**
- 40. we'll _____ **c**

- a. he will
- b. will not
- c. we will
- d. I am
- e. can not
- f. you are
- g. does not
- h. they will
- i. she is
- j. we are

Pronouns:

Circle the best answer.

41. Despite her parents complaints, she decided to live by _____ in New Your City?

- a. her
- b. herself

42. If you happen to see your parents this weekend, give _____ my best regards.

- a. him
- b. her
- c. them

43. I can't understand _____ when she speaks German with _
_____.

- a. her, me
- b. him, me

44. He should be ashamed of _____.

- a. himself
- b. him

45. Mary was worried about the children, so she convinced _____ husband not to accept the job.

- a. his
- b. her

46. We came across a friend of _____ at the mall yesterday.

- a. ours
- b. us

47. I can't find _____ pencil. Can I use _____, Mary?

- a. my, yours
- b. mine, yours

48. I cut _____ when I was peeling the potatoes.

- a. me
- b. myself

49. This house is too expensive for _____. We can't pay such a high rent.

- a. us
- b. we

50. Each plan has _____ merits.

- a. it
- b. its

Compound Words:

Circle the best answer.

51. Which is not a compound word?

- a. midnight
- b. bathroom
- c. calendar
- d. campground

52. Create a compound word using snow

- a. fall
- b. round
- c. flash

53. Create a compound word using flag

- a. ad
- b. pole
- c. print

54. Complete the sentence: Make a compound word that fits in the sentence using two of the three words: (cook, mark, book)

When you make something to eat you look in a cookbook.

Which is a compound word?

- a. Saturday
- b. candy
- c. laughing
- d. freeway

Identify the cause and effect in the two statements.

55. cause I rode over glass in the street.

effect My tire was flat.

56. cause The lightning struck a tree.

effect The tree started on fire.

57. effect I would not eat the cookies.

cause The cookies were burnt.

58. cause I won a \$1000.

effect I went on a shopping trip.

59. effect I got a haircut.

cause My hair grew long.

Reflection

For this unit I have had the opportunity of teaching several of the lessons. The students had a great time participating and reading this book. They were so excited because they were able to relate to the story. Learning how to read and write cursive is what they are working on. Maggie was doing the exact same thing in her story.

Overall I thought the lessons went very well. When designing the pre and post test, I decided to not include vocabulary and the story elements. I did not feel it was fair to assess them on those skills when it was specifically about one book. Instead, I decided to assess them based upon larger concepts we learned throughout the book. These larger concepts were; contractions, compound words, cause and effect, and pronouns. By assessing the students on these skills, I was able to see what they truly new regardless of the book we were reading. By understanding these components students comprehension will increase as well.

If I were to redo this unit, I would do vocabulary words differently. As we were working students became overwhelmed with all of the words. I think I would select specific words they would need to write down on some of the chapters, versus all the chapters. We would still talk about the words, but the students would not need to write all of them, the teacher would do that step. The last two lessons, also took more time than I had planned for. In designing the story map, students were having a lot of fun identifying those specific story elements. They did not have enough time to create their art to go with it. By creating a story map, the students were able to very quickly identify those elements when asked about them. These students also were able to comprehend more of the story through the comprehension worksheets. Students became tired of completing these, so instead of completing every single chapter, I modified it so they could discuss the questions with their partner. The students ended up having very interesting conversations and made even more connections.

I did borrow ideas from this website:

<http://www.teachnet-b.org/miami/2002/bvazquez2/Muggie%20Maggie%20-%20Index.htm> I used some of the material and modified it.

This was a great unit and I will be teaching it again!