IF I BUILT A SCHOOL

LESSONS FOR:

DESCRIPTIVE EXPOSITORY TEXT
RELATIVE PRONOUNS

VOCABULARY

POETRY



GRADES 3-5

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the monthly mentor text club, you'll get a unit just like this one every month during the 2020-2020 school year for less than \$3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com.

I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

Table of Contents

Digital Learning Links ^L		
Week At-A-Glance	5	
Mentor Sentence Lesson	6-13	
Teacher Display Sentence	7	
Student Sentence Strips	8	
Daily Lesson Possibilities and Models	q	
Relative Pronouns Activity	0-	
Editing Assessment	12-13	
Response to Literature	4	
Response to Literature Rubric	8	
Plan a New School	lq	
Vocabulary: Context Clues	22	
Draft Descriptive Expository Text	26	
Analyze a Poem	28	
Revise for Descriptive Language	31	
Vocabulary: Multiple Meanings	32	
Assess Learning	35	
Publish	40	

Digital Lealning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for $\underline{\text{direct}}$ $\underline{\text{teacher instruction}}$. These lessons don't always translate well to a digital learning envir me b In a piverteal e of vities p. Slice and Fo is as I p sable.

The stiles of the use one assist om only hould not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

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Response to Literature

Vocabulary: Context Clues

Analyze a Poem

Nocapulary: Multiple Meanings

Mentor Sentence Student Page

Mentor Sentence Assessment

Plan a New School

Evnositary Text Writing

S S OF

Asses: Vo b

You'll need: <u>If I Built a School</u> by Chris Van Dusen

U TO VO VO V. EL EL BANGA BOLLOGI BY OTHER VALLE DANGET				
	READING	GRAMMAR	WRITING	
DAY ONE	Read If I Built a School for imment Childents villom, e especial ar pinion.	Show students the mentor tence notic bout so notic bout rel lause.	Students will plan the design f we school a roor rea of a nool.	
DAY TWO	Students will use visual clues in the text to interpret the meaning of vocabulary.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review relative pronouns.	Students will use the plan to write a draft of a descriptive expository text.	
DAY THREE	Students will analyze an ort filme ext a em ortiv gurv nguage.	Discuss how the sentence Id be /is to r set other, allow st n o revis he ser and sho	Students will revise for so prive langues, as well as illerate a pener's lescrice phool room to det pough sscripe in luded.	
DAY FOUR	Students will interpret multiple meanings of the vocabulary in the text.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.		
DAY FIVE	Assess students on their nation go not larry, ne' co ra' sio and entification descrive and figure entities.	Practice focus skill more with ' ting sessin (or re th ar us a "a ").	Students should publish their revi. drafts.	

MENTOR SENTENCE

Core Anchor Standards: L.I, L.3, L.5, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence apply their rivers.

Material Ver o usi hoourage σ (If I visit r د Mentor webs Ideos on το read α ool) arted with o eas plem ntence Mentor (them: MASTER MENTOR SENTENCES Student Notebooks

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens—this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day I: Students should share what they notice about the sentence that makes it an excellent sentence by the new eall end he should be point or the relative of use the single end of the sentence that makes it an excellent sentenc

Day 2: Students should identity the tunctions of the words in the sentence- now do the words help the reader understand what the author is communicating? Don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing c har ou we ab r. to he cample for and allow the ud s not with is the new ffere from ne origin

Day 5: Stents with who they have ned with ned accessor

All of the classrooms are Monday - possibilities of things to notice built onto towers that compound words - classrooms, schoolyard plural nouns - classrooms, towers, flowers sprout from the schoolyard -iuSS oms are wers lik t onto it sp t from th ke col ul flo If I B A Sc All of the classrooms are built onto towers that sprout from the schoolyard All of the classrooms are built onto lowers that sproug like colorful flowers. complete predicates ~If I Built A School aimple predicates Wednesday - possibility of revised sentence All of the classrooms are built onto towers that sprout from the schoolyard All of the classrooms are built onto gigantic towers that sprout like colorful flowers. ~If I Built A School Thursday - possibility of imitation sentence All of the students climb into a pod that races through glass. All of the classrooms are built onto towers that like 0 olyard wer: ·If Built / NS "-/ER KE er Key Name: A esa detall-Asses ctive ald Cut out the acti Cross s re are three flag ra built or All of sente O(wh IT I B I. Circle 4 mistakes in the sentence. In hover don't should be banned **bull!** this Rewrite the sentence correctly: think the builder All of the classrooms are built onto towers that sprout from the schoolyard like colorful flowers. Fill in the missing relative pronoun in each sentence. that whose 2. The teacher uses a stylus magically writes in the air. 3. The boy's class, quests would include 1 bri interesting. . The ry has the max. pop o 5. The etball on the y proctice e trampo court, we che 1056 is the 6. (loui We Wri bus drivers, whose can turn into rockets! 7. We love our art teacher who lets us spray the

walls with paint.

*relative pronoun - that complex sentence

rhyme - towers/flowers prepositional phrases

Tuesday - label the sentence

anoun

from the schoolyard like colorful flowers.

XEL

WHO

connects to a person

THAT

connects to a thing

PO

_surrounds the

is a deep i

basketball court.

that

phros

erative claus

shind the left

proun that co

reir correct f

Ve

schoolyard like colorful flowers.

complete subjects

aimple subjects

tubes like lightning on a rod.

108

flo:

simile

All - pronou of, onto, fro

the - orticle

classrooms,

are - helpine

built, sprout

that - relativ

colorful - ac

(added adjective)

Relative proni

phrases are c

and put glue o

Fill in a relativ

sentences un

Pronouns

Relative

RESPONSE TO LITERATURE

Core Anchor Standards: RL.I, RL.6, W.I, W.Y, W.5, W.9

Duration: 45 MINUTES

Objective Students ill reflect the book and manual.

Material La de

If I Buil Schoo Phris in Dusen

Respons o Liter are he

Response Prompt

Actions: Read the book, <u>If I Built A School</u> to the students for enjoyment. Stop along the way and ask students about some of Jack's ideas—could they really happen? Are they possible, or even realistic? Would any of the ideas cause problems for students or teachers?

that Go over to ensu r ts when le l they inc ss out t egin v ing. rechor prompt, or share Tine b m то wri Jjourn ıraте par for 1

)	Name: Date:
	RESPONSE TO LITERATURE
	CHECKLIST Le tex () Include title and author
	only give important details
	restate the prompt/question, and answer
	run pre ions prie ixt ; ; xt(s)
	give personal or real world examples
	edit for errors
	Correct capitalization Check for complete varied scriterices
1)	9 © jivey 2020

Name: Date:	
Which of Jack's ideas was your favorite? Is	
Would it cause any problems in the real	
PREVIE	
PREVIE	
PREVIE	
` ∷∴.	© jivey 2020

Name: SAMPLE

Which of Jack's ideas was your favorite? Is it realistic?

Would it cause any problems in the real world?

Duse of July A Combined Van Duse of July purph the standard of design of the standard of design of the standard of the standar

My favorite idea of Jack's was the specialty buses they would use for field trips. It reminds me of the accordance of Bollow ideas of uch in to go wereve we vanted that limits. It very realistic, though, since there is not vehicle that could go under water, blast off like a rocket, and drive like a car.

Going on field trips to a place like Mars would be a problem if it happened in the real world. It would be really to have a contract of all he would be yet as safe y, which would be yet as ansive.

Response to Literature Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ideas	cle y c tex th = and authors s the mpt eco c st pic	Su ar (t) t and au: swers the ompt pstly s ic	D not summe the text Ans re o pt with limit nt of the topic
	Includes consistent supporting details	Includes some supporting details	Provides little to no supporting details
	Appropriately cites the text throughout response	Cites the text in the response	Lacks reference to the text throughout writing
Orgar	Effective introduction and conclusion	Introduction and conclusion refer to the text	Does not include an introduction and/or a
	h pr inc s effective a wit ions portin stails	E paragr is mo unized w conne d support details	conclusion La organiza of cor to note supp
Style	Varied linking words and phrases used	Linking words and phrases used	Lacks linking words and phrases
	Varied evidence-based terms when citing	Evidence-based terms when citing	Lacks evidence-based terms
	Appropriate language is used to clarify ideas	Language mostly expresses ideas clearly	Language expresses ideas with limited clarity or is not appropriate for the task
Grar har a Conve ions	in a on an ortion Sentence types are varied	Ho ri 'ly / w error capit /or punc tion come variation in sentence types	Mc error in pitalization and in Only simple semences used, or includes many fragments

12

PLAN A NEW SCHOOL

Core Anchor Standards: W.2, W.4, W.5

Duration: 45 MINUTES

Objective: Students will plan the room designs of a new school.

Material lee d:

If I Buil joc in is usen

planning ge (cho is ver in to use studen

Actions: Remind students of the creative ideas that Jack had for a school. They weren't very realistic, but they were what he wished a school could include.

Depending on the amount of time you have, and the amount of collaboration you want for students, there are two ways to move forward with the plans:

Plan I:

Each sturned will an account the year and. South udent the planning page and are not well as a sile of with a year of the year of the planning page and are not well as a sile of the year of the year

Plan 2:

Students will get into small groups to plan one room/area of the school together. They should draw and write details of what will be in their design. Assign each group a different room/area so that at the end, the whole class will have an entire school designed.

**Print; re nn. = tv. te i-page side ') to vv a rand still have ple v of ro r dr ing/labeli.

If I Built A School Lobby/Hallways Classroom Library Gym Cafeteria Playground Art Music Science 14

Name: _____ Date: _____

If I Built A School

Which room or area of the school are you designing?

DDEWTEL./

[aw it), 't raet to lel the det sin you , you

PREVIEW

VOCABULARY: CONTEXT CLUES

Core Anchor Standards: RL.4, RL.7, L.4

Duration: 20 MINUTES

Objective: Students will determine the meaning of tier 2 words in the mentor text using context

Material Ver di

If I Buil Johoo Inris nousen

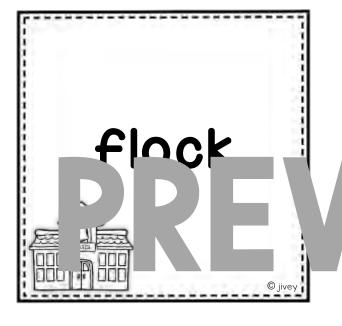
Vocabule / word re

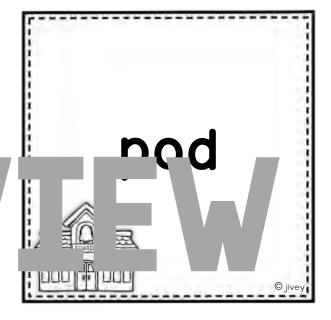
What Do You Think? Activity

Actions: Return to the pages where the vocabulary words are found and re-read only those pages to complete the activity. Show students how important illustrations in picture books can be to help us determine the meaning of words. Walk through each word and look at the clues in the pictures that show the meaning of each word. The first three words in particular can have various meanings, so using context of the sentence and pictures will help decide what they mean in those particular sentences.

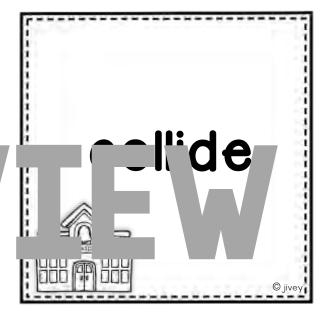
PREVIEW

*I provided word cards for you to display as part of a word wall or to use in centers for vocabulary practice if you'd like.



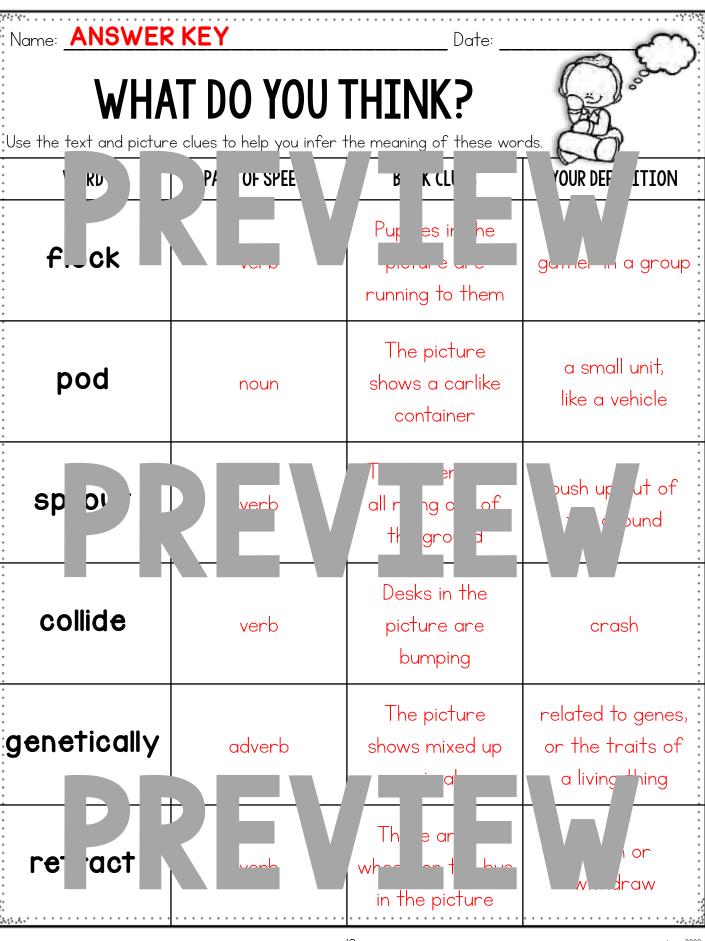












DRAFT DESCRIPTIVE EXPOSITORY TEXT

Core Anchor Standards: W.2, W.4

Duration: 45 MINUTES

Objective: Students will write to describe their imaginary school.

Material lee d:
diagram ings pre sessor
draft po er

Actions: Students should use their plans to write about their imaginary school (or room if you are following plan 2). Remind them of the details Jack shared in the book to help the reader visualize what would be in each room and how the school would look. They should also describe their school/room with great detail. Encourage them to look at their drawings/lists/labels they made to be sure to include as much detail as possible.

PREVIEW

IF I BUILT A SCHOOL

PREVIEW

PREVIEW

ANALYZE A POEM

Core Anchor Standards: RL.I, RL.2, RL.4, L.5, W.2

Duration: 30 MINUTES

Objectives: Students will analyze the structure of a poem as well as identify descriptive language

Material le .d: excerpt om <u>If . A.S. ool</u>

Actions: Read the excerpt from the book together. Discuss how the book is written in rhyme, so the excerpt is a poem, organized by stanzas. In a story or an essay, the writer organizes ideas in paragraphs. In a poem, the poet organizes ideas in stanzas. Label each stanza as well as the rhyme scheme, then dive into close reading the poem.

Out to the side, list what each stanza is all about (the gist or the main idea of each) as you read it again a second time. Take time to discuss the figurative language as well as all of the posi⁻ no , ect rivid verk that uali ı might have uder underlir or high at these helps the nt 1.7 this v Aforce hat a want s details te th and do in their wr ng lesso

Point out the vocabulary words again and allow them to remind you of the meaning. You can also talk about the sentence fragments and how they contribute to the rhythm of the poem (and even the word "'cause" instead of because), as well as the punctuation used throughout the poem.

If I Built A School

- a Right off the lobby, to get to your class,
- $a ext{ I'} \sim 2 ext{ py m} \qquad \text{rade:} \quad \text{hade} \quad \text{fig. 5},$
- b Yc n pr "en b, ther OON
- b Ir hader to some you're read you room

You'd get to class
kly in a r that
tr ls in a c s tube.

The classrooms are

high in the air on

towers. The roofs open

to let sunlight in.

- c All of the classrooms are built onto towers
- c That sprout from the schoolyard like colorful flowers.
- d And like giant petals that welcome the day,
- 2 d The roofs open up in a similar way.
 - e Panels fold back and they let in the sun,
 - e Which frankly makes being there that much more fun.
 - f No ne jour roor 7, tit<mark>g</mark> <mark>nd?</mark>
 - f The free on ng offenm is ere we wou stand.
 - 🤾 🖇 And using a stylus, you write in the air.
 - 8 No blackboard. No whiteboard. No, nothing is there.
 - h Your words just appear and they magically glow.
 - h (Don't ask how this works 'cause I really don't know.)
 - i But you're not the only one floating around.
 - i Charlandesk That's task the call
 - j These e yr en lesks. Show they lide'
 - j The Joven pur pro- noc Ju coll

The a would stand on a platform that floats and write with a magic pen.

The students' desks also at, and the have bung rs in care they rung her.

REVISE FOR DESCRIPTIVE LANGUAGE

Core Anchor Standards: W.2, W.4, W.5, L.5

Duration: TWO 45-MINUTE PERIODS

Objective: Students will draw a partner's room to determine if enough description was used in the safety service.

Material Is did draft from previous son drawing open

Actions: Remind students of the descriptive and figurative language used in the book (which they also identified in the poem). Ask them to look over their draft from the previous day. Could they add more description to help the reader visualize their school/room? Ask students, "if someone read their draft, could they draw it the way you wanted it to look?" Allow them to revise for more details. **Challenge them to include figurative language!**

12, spene w la partr (i is NOT Students sing r ns rec lig ak ey will tak m). designing he other ne sam partner Istrate: froi la about an entire school, they should choose one room to read about to their partner.) Students should then reflect on their partner's drawing-does it include everything you imagined? Is your writing clear and detailed enough that it is represented in the illustration?

take vfu he :

Have students write to compare now their partners room is antierent from the one in their own school.

VOCABULARY: MULTIPLE MEANINGS

Core Anchor Standards: RL.4, L.4

Duration: 20 MINUTES

Objective: Students will use words that have multiple meanings and apply the correct

word/controls res.

Material Je d:

If I Buil

Multiple

Schoo hris

eanings eti

n Dusen

Actions: Review the definitions of each of the vocabulary words and point out how the part of speech changes the way a word is used, and can change the meaning of a word.

Work through each of the sentences together, identifying the part of speech of each word to help them determine which definition is correct in the context of the sentence.

PREVIEW

MULTIPLE MEANINGS

Some words have different meanings based on how they are used in a sentence.

Circle the her find med extremely sent entire and sent sent entire and sent sent entire and se



fl L

- I. sun) a sof us that stogener
- 2. pun) a b of imals the e kept paer or
- 3. erb) to 10. to in a up

pod

- I. (noun) protective case of a seed
- 2. (noun) a group of animals that travel together
- 3. (noun) a unit or container that transports

sprout

- i. (verb) to begin to grow out of something, especially plants
- 2. (noun) the shoot of a plant

The min was of tsnavi () 1

We we seed ca, \underline{d} swim c and the pat. 1(2)

The shepherd tended to the \underline{flock} of sheep in the field. I(2) 3

The escape \underline{pod} should only be used in an emergency. 1 2 $\overline{(3)}$

My noodle dish was topped with bean $\underline{\mathsf{sprouts}}$ for extra flavor. 1(2)

All of the children <u>flock</u> to the ice cream truck with their money.

25

The f : k of g se 'ev \Rightarrow sha, of c

ASSESS LEARNING

Core Anchor Standards: RL.I, RL.2, RL.Y, RL.5, RL.7, L.Y, L.5

Duration: 25 MINUTES

Objective: Students will identify elements of a poem and descriptive language. They will also den so. Le source noisi

Material .ed:

The Stal oem

Show Wnat You Know assessment

Actions: Give students the poem and direct them to do any or all of the following: label the stanzas and rhyme scheme write the gist of each stanza underline/highlight the descriptive language underline/highlight the figurative language and interpret the meaning

(I did no no.) eo ns rine po so vu co adju ror ab v of you students

Give students the low the low sessed at the low of the

Date:

The Star by Jane Taylor

wir I we to what bu a In above world h hic Like a diamond in the sky.

is a brig star in the doesn't eally is. kno

- C When the blazing sun is gone,
- When he nothing shines upon,
 - d Then you show your little light,
 - d Twinkle, twinkle, all the night.

When the sun goes down, the star comes out to shine.

ien The yol your t ould not which av If you did not twinkle so.

ks in omeone es the see.

- The star shines all night In the dark blue sky you keep, long until the sun comes gAnd often through my curtains peep,
 - For you never shut your eye,
 - Till the sun is in the sky. b

your spc ler in e da lot wh uah T kn Twinkle, twinkle, little star. a

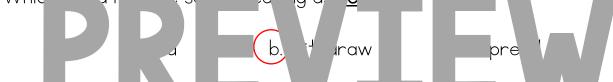
star shi the er, and besn't is, she wants it to keep shining.

up again.

SHOW WHAT YOU KNOW



I. Which a so go g as e



2. In the picture, the seed is beginning to _______

a. pod

b. sprout

c. collide



3. Write ONE sentence using the word **flock** twice in two different ways:

flock: (noun) a group of birds that travel together

(noun) a group of animals that are kept together

er, ti no ti ziner il gr p

do p. red bable ante cou

example: .he ...uk of geess ... show ... the .a....

4. Where would an escape <u>pod</u> likely be found?

- (a.)spaceship
- b. classroom
- c. garden

5. The two cars <u>collided</u> in the intersection. The cars _____ each other.

ra v rode e ____c ed into

6. Who would too ke if it **genet**i <u>lly</u> no pitied w ?

possible answer: Ine cat would nave wings and reathers.

PUBLISH

Core Anchor Standards: W.2, W.4

Duration: 45 MINUTES

Objective: Students will publish their revised draft

Material de de revised att fro viou asson publishin aper

Actions: Students should neatly rewrite or type their revised drafts. If time allows, they could also illustrate. These would make a great hall display for descriptive writing!

PREVIEW

IF I BUILT A SCHOOL

PREVIEW

PREVIEW



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