Grade Level	4	**Content Area**	English Language Arts – Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The students will be able to work in a small group to read a book and answer questions related to book. The students will also be able to work with teacher to take notes on a particular subject. Finally, the students will be able to give a presentation in front of the class.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The program of instruction at The Caepe School is designed to meet the needs of students in its target population and prepare them to compete academically with students from any school in the country when they graduate.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**4.RI.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	Enough copies for half the class of the book, *Allergies*, by Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn, article from medicinenet.com on what allergies are and different types of allergies, note taking sheet for *Allergies* book, and reading journals		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The student will:
1	**Whole Group Instruction:** Introduce the story, *Allergies* as well as the article from medicinenet.com on allergies. The teacher will instruct the students that over the next couple days the students will be reading the two different texts on the same subject in order to use the information to create a presentation for the class on allergies. The teacher will tell the students that they while half the class is working with teacher on the article while the other half of the class will be working in small groups of 2-3 to read the first four sections of the book. The teacher will pass out the guided notes page for the small groups to use as they are reading. **Whole Group Instruction:** Direct the students to switch groups when they are about half way through the class period.	**Guided Reading:** Work with the teacher and half their group to begin reading the article on allergies. With the teachers help the students will highlight important parts of the article and put some notes in their reading journal. **Independent Reading Groups:** Work in groups of 2-3 and begin reading the book, *Allergies*. Students will take turns reading, allowing each person to have the opportunity to read. Also, students will be given a guided notes sheet to help them take notes while they are reading in their group.

		Guided Notes for *Allergies* (Part 1) What is an allergy? What makes a person more likely to get allergies? What is an allergen? What is pollen? What are the two types of allergies a person can get? What part of the body do allergies affect? What are some different types of reactions people get from allergies? What antibodies are connected with allergies? What is sensitization?
2	**Whole Group Instruction:** Divide the group into half again. Students will be in the same groups that they were in yesterday. Students in the first group will work with the teacher on the remainder of the article on allergies. While the students in the second group will work in group of 2-3 to read the rest of the book, *Allergies*. **Whole Group Instruction:** Direct the students to switch groups when they are about half way through the class period.	**Guided Reading:** Work with the group they worked in yesterday and the teacher to read the rest of the article. Students will alternate reading and stop frequently to talk about what they are reading. Students will highlight important parts of the article as well as putting important information in their reading journals.

		Guided Notes for *Allergies* (Part 2) What is histamine? What is the job of histamine? Types of allergies… Hay fever Ragweed Dust Dander Food What is anaphylactic shock? What is epinephrine? How do allergies cause asthma? Ways to test for allergies… Scratch test Patch test RIST test RAST test Elimination diet What are some ways to treat allergies? **Independent Reading:** Read the remainder of the book, *Allergies*. As they are reading they will answer the questions in guided notes part 2. Students should take turn reading, allowing each student the ability to read. Students will retain the guided notes in order to help them on the summative assessment project.

Summative Assessment: Using what you have learned from reading, you will give a presentation regarding one of three options: types of allergies and what they are, who gets allergies and how, or methods of allergy prevention. Presentations should be about 3-5 minutes per student. You may prepare and use note cards to use during the presentation. Be sure to use information from both the book and article we read as together they help give us a better description of allergies.
Answer Key: The rubric for the presentation is below. A score of 13/16 demonstrates mastery.

	4	3	2	1
Topic/Main Idea	Student uses a thesis statement to begin speech allowing audience to know what topic is.	Student uses a thesis statement, but does not begin with it, making it more challenging to understand what topic is at first.	Student states topic, but not in a thesis statement.	Student speaks on topic, but does not state topic.
Details (linked to main idea)	Student supports main idea with details from both sources, clearly stating which ideas came from which source.	Student supports main idea with details from both sources, mostly stating which ideas came from which source.	Student somewhat supports main idea with details from both sources, stating which source some of the ideas came from.	Student does a poor job of supporting main idea and does not use both sources to support it.
Command of Vocabulary (vocabulary from stories)	Sites and defines 4 vocabulary words (2 from each source)	States and defines 3 vocabulary words (1 from one source and 2 from the other)	States and defines 2 vocabulary words (1 from each source)	States and defines 1 vocabulary word (only 1 source)
Accuracy	All details were accurate and relevant to the speech	Most details were accurate and relevant to the speech	Some details were accurate and relevant to speech	Few details were accurate and relevant to speech.