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Grade 5

### Reading Group 1: The Landry News Weekly Plan

#### PA Standards:

- ✓ **1.1.5.A:** Identify the author's purpose and type, using grade level text.
- ✓ **1.1.5.D:** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- ✓ **1.2.5.A:** Evaluate text organization and content to determine author's purpose and effectiveness.
- ✓ **1.3.5.C:** Compare the use of literary elements within and among texts including characters, setting, plot, theme, and point of view.
- ✓ **1.3.5.D:** Describe how the author uses literary devices to convey meaning (e.g., personification, alliteration, simile, symbolism, metaphor).
- ✓ **1.6.5.A:** Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.

#### Overall objectives:

\*Students will be able to:

- Read and discuss The Landry News by Andrew Clements in a small group setting.
- Complete research using online resources to gain background knowledge about the author.
- Make predictions based on textual evidence from the book.
- Recognize literary devices and discuss why Andrew Clements chose to include them in his novel.
- Use context clues as well as additional resources (dictionaries, thesauruses) to determine the meaning of new vocabulary terms.
- Respond thoughtfully to writing prompts (and comment on the responses of their peers) using our class Moodle online page.

## Procedure/Discussion Plan:

- **Monday January 4th: Day 1**

Daily Objective: Students will learn more about the author of this novel through online research on the life of Andrew Clements and his other novels.

Activity: Students will research Andrew Clements on [www.andrewclements.com](http://www.andrewclements.com) in the "Bio" section of the website. Students will complete a worksheet collecting facts about his life. Students will also use the "Books" section to view summaries of other novels by Clements.

### Questions:

Do you notice any recurring themes in Andrew Clements' novels? What are the similarities/differences between his novels?

--I expect the students to find out that Andrew Clements often writes stories about children their age; school is often the setting of Clements' novels.

Can you identify Clements' intended audience?

--I expect the students to discuss how they are Clements' audience. I want them to see that he has purposefully created characters that are interesting to them because they are able to relate to them. I want students to discuss what they expect to get out of this book—do they expect to be entertained or informed?

What events in Andrew Clements' life led him to become a writer?

--This question could provoke various responses. Students may say that throughout his life he loved to read, so he became a writer. But I want the students to see that as a young child Clements did not want to be a writer. He has had a few other occupations prior to becoming a successful writer, such as a teacher, songwriter, and publisher.

--I want the students to see that Clements wasn't always a writer. He notes that writing often "felt like hard work" and he, like all writers, has to take it "one word at a time."

After researching Andrew Clements do you feel he is a credible author?

--I expect students to say that Clements is a credible author. I want them to make the connection that he often writes about what he knows. As a

former teacher he has insight into schools, and he will be able to use his knowledge to add details and facts into his stories.

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- **Tuesday January 5th: Day 2**

Daily Objective: Students will make logical predications about the plot of The Landry News based on the titles of the chapters in novel.

Activity 1: Students will participate in a discussion about the title and covers (front and back) of the book. They will discuss their initial impressions.

Questions:

What is your first impression of this book?

--I expect the students to say that the book seems interesting—some may have read other novels by this author. Some students may say that this novel isn't that long, so they will be able to read it quickly. I want the students to avoid rushing through this novel—we are going to go deeper than just surface reading the main plotline. They are going to have to pay close attention to the details Clements' has included in his writing.

What format do you predict this book will be modeled after? Skim through the book—is this true?

--I expect the students to notice that sections of the novel resemble a newspaper. I want students to ponder why Clements would format his novel this way.

Why would Clements want to write a novel that takes place in an elementary school?

--I expect the students to recognize that Denton Elementary School is the main setting in this novel. I want them to think more deeply why Clements would chose an elementary school as the main setting. Discuss the fact that school is a place where children their age spend most of their time. Also, school is a place that Clements is familiar with, as he was a teacher for seven years.

Activity 2: Students will be given a list of the titles of each chapter—as if it was the table of contents. Students will then work with a partner to write 2-3 sentences about what they predict will happen in each chapter based on the title of each chapter.

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- **Wednesday January 6th: Day 3**

Daily Objective: Students will begin reading the novel and begin to gain a sense of the author's style.

Questions:

What characters were introduced in the first two chapters?

--Students should be able to easily discuss Cara Landry, the main character of this story. I want students to think about how a quiet, shy girl is going to be the "star of this story." Do they think she will maintain her status as someone who is "barely noticed"? Discuss dynamic characters, explain that these are characters who evolve/change throughout the story.

What is Cara piecing together at the beginning of chapter one? Do we know yet? Why would Clements include this minor action so early on in the story?

--I expect that students may have skimmed over this action quickly, looking or waiting for something that seems more important to happen. This is a good place to review foreshadowing—things that seem minor or unimportant the first time we read them may gain importance later on in the story. Clements could be giving his audience a clue without us knowing!

Mr. Larson is also introduced in the first chapter. Do you think he is going to be the antagonist throughout this novel?

--Mr. Larson is introduced as an ineffective teacher—most parents in town request that their children have a different teacher. Clements includes an example letter from parents to show this. It is full of exaggerations to prove his point—discuss hyperbole (pg.3). Students might predict that Mr. Larson might present obstacles or cause problems in the story.

Clements described Mr. Larson's classroom in great detail. Would you be able to learn much in a classroom like his? What do you think about his "open classroom" teaching style? (pg. 3)

--I am not sure how the students will react to this. I am curious to see if they feel they are "supposed" to answer in a particular way. I want them to be open in their thoughts regarding how students learn. I am curious to see if students believe they do truly learn better when they learn things on their own.

Literary devices: Discussion on how Clements writes with purpose—he can't just jot down the first thing that comes to mind. He puts thought into each word he chooses so that it will convey the correct message to his audience.

Simile-pg. 2—"dependable as the tile pattern on the classroom floor."  
Why would Clements choose to make this comparison?

--This comparison further stresses the setting of the story. It also is a great example of an object that is predictable and unchanging.

Simile-pg. 4—"like a giant, educational glacier...accumulated..."

--GLACIERS ☺ Great comparison and opportunity to connect to our science curriculum! This description helps the reader to visualize the classroom. It also reinforces the massive size of the mess.

Metaphor-pg. 5—"slow avalanche of clippings"

--This metaphor creates a strong visual for the reader. It also does not seem too unrelated, as the room was previously described as a glacier. Clements is using unexpected comparisons, but tying them together well.

Simile and Alliteration-pg. 5—"the bulletin boards were like huge paper time warps—shaggy, colorful collages."

--I expect the students to recognize the simile; however, I am unsure if they will pick up on the alliteration. I want to discuss how Clements used this literary device to add style to his writing.

Personification-pg. 5—"lean forward and whisper to the floor"

--I want students to see that this is a more effective and interesting description than simply saying that their papers started to fall off of the wall. What mental picture does this description help them to create?

ONLINE Writing Prompt: Do you agree with Mr. Larson that Cara's editorial was INappropriate? Why or why not? Why do you think Cara wrote it?

\*Students will respond to this writing prompt on Moodle—after writing their own response, they will read and comment on two other student responses. Do they agree or respectfully disagree? Did reading another perspective alter their thinking?

Reading: Chapters 3-5—Students should take notes as they read about key people, events, and phrases.

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- **Thursday January 7th: Day 4**

Daily Objectives:

--Students will participate in a discussion about chapters 3-5, which they read last night.

--Students will record strong vocabulary words and phrases as well as an explanation of *why* they are examples of strong word choice in their reading journals.

Questions:

In Chapter 1, Clements said that Cara's classmates new she was there, but just barely. Is this still true?

--Students may answer that Cara is now highly known because of her newspaper editorial. Before writing it, not even Mr. Larson knew her name. Now her classmates have taken an interest in her and seem to befriend her on the bus. I want students to think about whether or not these kids genuinely want to be Cara's friends or if they are just curious in the scandal.

What is the big "modern mystery" Clements alludes to in the title of Chapter 3?

--I expect students to respond that the mystery is how Mr. Larson was named teacher of the year three years in a row (fifteen years ago) when he is such an unpopular teacher. Why would Clements give us this glimpse into Mr. Larson's past?

In Chapter 4, Clements includes a story about Mr. Larson's fifth grade teacher. Why do you think that Clements included this information? How is it important to our story?

--I expect students to respond to this by saying that Clements wanted to give the reader more background information. After some discussion I think the students will see that Clements is trying to make the point that students don't often think of their teachers as having a life outside of the classroom.

Vocabulary Activity

Instruct students to work with a partner to locate 5 vocabulary terms or phrases (see below). After writing the sentence that contains the vocabulary word or phrase in their reading journals, students should work with a partner

to decide why this particular word or phrase is an example of good word choice. Why did Clements use this word? Responses should be written in complete sentences in student reading journals.

pg. 26: "outgunned"

pg. 27: "outlaw journalism," "ferocious reporter," "aloof," "remote"

Closure: Ask the students to think about the last time they felt scared—as they get ready to read chapters 6 and 7 they should be thinking about who will be fearful in the next two chapters.

Reading for HW: Read Chapters 6 and 7, write down one "thick" question that will spark an interesting discussion during tomorrow's class.



- **Friday January 8th: Day 5**

Daily Objectives:

--Students will record similes and metaphors from Chapters 6 and 7 to their reading journal. Students will also include an explanation of why they think Clements decided to make each comparison—how does it enhance their understanding?

--Students will participate in a discussion about Chapters 6 and 7, which they read last night.

Similes:

pg. 35- "walked like a robot"

pg. 36- "as cold as the palms of his hands and as bitter as his churning stomach"

pg. 38- "like a pitcher shaking off a bad signal from a catcher"

pg. 40- "like a crowd watching a tennis match"

"From the Hat" Discussion:

Students will gain experience in conducting their own group discussion through a "from the hat" style discussion. Each student will fold up their question (from last night's homework) and place it in the hat. I will also add the following questions to insure certain topics are discussed.

\*Who is fearful in chapters 6 and 7? Why?

\*On page 41, Cara realizes Mr. Larson is being a teacher. What do you think Mr. Larson is trying to teach his students?

\*Whose point of view is being told during this story?

\*What literary device is Clements using when he says the newspaper has a heart? Why would Clements want to think of a newspaper in this way?

Students will take turns selecting a question from the hat. The student who selects the question can choose to either answer the question, or ask classmates to answer the question. Students should run the discussion; however, I will facilitate to provide support and structure when necessary.

#### Exit Slip

Students will answer the question below on an exit slip.

\*At the end of chapter 7, Cara has an idea for her next edition of The Landry News. What do you think her idea is?

#### Overall Assessment:

- ❖ Use exit slips/ student written responses/anecdotal records from discussions to determine which concepts (literary devices/elements) need additional instruction as students continue reading The Landry News.