

## **Second Story of Unit 1:Weaving a Good Story**

### **Rikki-Tikki-Tavi Lesson Plans**

#### **Day 1**

**Objectives: SOL 7.5 TSW read and demonstrate comprehension of a variety of fictional texts (short story) although the main purpose this morning is to preview – get students ready to read this week’s selection**

**SOL 7.5a conflict**

**SOL 7.5e TSW make, confirm, and revise predictions**

**SOL 7.5d TSW describe the impact of word choice, imagery, and literary devices including figurative language**

**SOL 7.5l TSW use reading strategies to monitor comprehension throughout the reading process**

**SOL 7.4e TSW use context and sentence structure to determine meanings**

**Big Idea for the Week – What Makes you Brave?**

**Focus: Plot Development – especially conflict (SOL 7.5a), Predict (SOL 7.5e), Suspense and Foreshadowing (SOL 7.5d),**

**Pre-reading:**

**Quickwrite: TSW complete an Anticipation Guide for “Rikki-tikki-tavi.” (This is one I’ve created myself)**

**Also, students should turn to page 38 of their Literature Interactive Reader and read and complete the big idea: What Makes you Brave?**

**Students will preview the short story “Rikki-tikki-tavi” by watching the old Power Notes for the short story – share with students the build background, the literary focus: conflict ( I am adding this text analysis this week to the new series suspense and foreshadowing.), and the Introducing the Selection.**

**I will also share the new series Power Notes on this short story to preview the reading strategy Predicting and the text analysis foreshadowing and suspense. Share video trailer on Rikki-tikki-tavi**

**The final preview item for the day is to preview the vocabulary. Use the new Power Notes to do so. It requires students to practice using context clues. Students will need to write vocabulary words on their notecards this morning.**

### **During Reading**

**I will play the audio of this short story this morning, stopping along the way to make predictions. So it is a modified version of the DRTA (Directed reading thinking activity only it will be on audio and students will follow along.) I will stop at certain spots and have students make predictions. I will have them make right there in their Interactive Reader. There are some prediction questions already in the Interactive Reader, but I will use some of my own. (I have spots already marked in the old reading series)**

### **Day 2**

**Objectives: SOL 7.5 comprehension (predicting and conflict)**

**SOL 7.4 b vocabulary prefixes**

**Quickwrite: Have the quickwrite from the old reading series Power Notes on the board this morning: Conflict is a part of our lives... It is also located in last year's text page 14.**

**Take a minute to Meet the Writer from last year's Power Notes at this time since I'll have the Power Notes up.**

**I'm assuming we will not finish with the DRTA from yesterday on the short story, "Rikki-Tikki-Tavi." So we will have to finish it today.**

**TSW create a conflict foldable on internal and external conflict to be used throughout this Collection I. on the inside of this foldable have students make a list of internal and external conflicts from "Rikki-Tikki-Tavi"**

**TSW watch United Streaming videoclips on Word Study parts 1, 2, and 3 before introducing students to Words Their Way.**

TSW be introduced to this week's spelling words prefixes (un, re, dis, mis) Cut out sorts and write words in notebooks. (**Xerox word sort**)

1. Today students will cut out words and sort by prefix. We will then discuss the meanings of the base words. We will then discuss what adding the prefix does to each word. Then we need to discuss that each prefix has a meaning all its own. Students should discuss meanings of the prefixes. Record words in proper columns and prefix meanings in Language Arts binder.

### Day 3

Objectives SOL 7.5a comprehension conflict as well as more practice with plot development (plot diagrams)

SOL 7.5i TSW summarize text relating supporting details

Quickwrite: 1. Describe three conflicts that Rikki-tikki-tavi faces. Which conflict do you think is his greatest challenge? Why? How is it resolved? (Think-Pair-Share from Cooperative Learning)

How can you apply what you've learned about conflict to a real-life conflict you've experienced? Text-to-Self

### After Reading

Students will complete a plot diagram for the short story, "Rikki-Tikki-Tavi."  
Partner work.

Students will use the plot diagram to write a plot summary like they did for the first time last week.

Vocabulary review:

1. Give examples from the short story of Rikki-tikki-tavi being valiant.
2. Draw a picture of an elephant that cowered before a mouse.
3. Name three people you know who are valiant.
4. If you had lost a contest that you wanted very much to win, what thoughts might provide you with consolation?
5. A fledgling is a baby bird. Pick at least 3 other animals and tell the names for their babies.
6. Tell me about a time when you were cunning.

## **SMART GOAL DAY**

### **Objectives data collection for SMART Goal**

Students will take the Gates assessment today which will be used as data for my reading SMART goal. It will take pretty much the entire class.

The second group may have extra time so I will do the following vocabulary development activity:

Vocabulary Act It Out: I will read each of the following words in context and then have students act them out. This week's words are all actions: cowered, scuttled, trotted, creeping, plunged, lunged. The idea is to get students to start using these more specific words in their writing. Vocabulary Development

TSW view the video "Snakes: Friends or Foe" and complete Fact vs Opinion worksheet. (Xerox) [Science Connection here](#)

## **Day 4**

**Objectives: SOL 7.5a characterization**

**SOL 7.4**

1. **Quickwrite: TSW write about an exotic pet (like a mongoose which is not a normal pet) they would like to have and tell why they chose this particular animal. Share. Text-to-Self**

**Students will discuss the personification in this week's short story. I have a chart they can use to record. TSW review the term personification. TSW work with a partner to identify the personification used in the story, "Rikki-tikki-tavi." Page 68 old reading series. Before having students do this assignment, discuss finding proof in a piece of writing. In this case proof for a specific character trait. Use page 17 second column read and elicit from students that the mongoose is curious. That is a personality trait that humans have as well – being curious. Then, have students tell me the proof that I've just read to show curiosity. Obviously, I am doing this in reverse order but it will still work. I read the passage and ask what trait it shows. Students tell that he is curious.**

#### **Day 5**

**Quickwrite: Choose two characters from the story and explain why you think they behaved bravely. What would you do if you were in their positions? Text-to-Self**

**Work from last week on Rikki-Tikki-Tavi will carry over today.**

#### **Day 6**

**Quickwrite: Who exhibited bullying behaviors? What were these behaviors? Did the "good guys" win? What can this story teach you about dealing with bullies? Text-to-Self Connection**

**Students will take the comprehension test on "Rikki-Tikki-Tavi"**

**Students will take the word study test on the prefixes pre, post, fore, after**

**Students will watch the video version of "Rikki-tikki-tavi"**