

Grade 4 – *The Whipping Boy*

Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities



This past year, the Department created the Companion Resources for the ELA Guidebooks for Students with Significant Cognitive Disabilities to facilitate access and opportunity with a high-quality curriculum, improve professional learning between content area specialists and expert teachers of special education teachers, and increase options for students with the most complex needs to participate in an inclusive and least restrictive environment.

The Companion Resources are available for the 2020-2021 academic year in DRAFT form. For teachers/ schools/ systems choosing to use these Companion Resources, the Department requires you to complete a survey so that we may track implementation and solicit your feedback along the way. Thus, if you have not already, please complete the survey found at the link below.

The Companion Resources are now available in DRAFT form for teachers, schools, and systems to pilot during the 2020-2021 academic year. Please complete the brief survey linked below so that the Department can track implementation and solicit feedback in order to improve the quality of the Companion Resources.

Happy piloting!

We are also including related links to support your introduction to and use of the Companion Resources:

[*ELA Companion Resources Survey*](#)

[*Training: Students with Significant Cognitive Disabilities: Companion Resources for the ELA Guidebooks, Teacher Leader Summit 2020*](#)

[*Guidance for Accessing and Adapting Grade-Level Text*](#)

Unit Overview

Unit Overview		
Grade	4	Modified Unit Overview
Guidebook Text	The Whipping Boy	The Whipping Boy
Unit Description	<p>We will read <i>The Whipping Boy</i> by Sid Fleischman and a series of related literary and informational texts to explore the question: What was life like under the Feudal System in the Middle Ages? We will express our understanding through an essay that analyzes how the relationship between Prince Brat and Jemmy develops and changes over time to reveal the theme of the novel.</p>	<p>Students with significant cognitive disabilities will have access to both the original and adapted versions of <i>The Whipping Boy</i> by Sid Fleischman and a series of related literary and informational texts to explore the question: <i>What was life like under the Feudal System in the Middle Ages?</i> To address this question, students will express our understanding through a permanent product that identifies how the relationship between Prince Brat and Jemmy develops and the dynamic of power changes over time to reveal the theme of the novel.</p>
Essential Question	What was life like under the Feudal System in the Middle Ages?	<i>What was life like under the Feudal System in the Middle Ages?</i>
Culminating Task	<p>How do Jemmy and Prince Brat and their relationship change over the course of <i>The Whipping Boy</i>? What is the theme of the novel?</p> <p>Write a literary analysis in response to the questions and that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Draw on specific details from the text to support the analysis and use linking words (e.g., <i>for instance, in addition, in order to</i>) to connect your opinions and reasons.</p>	<p>Students create a permanent product discussing how Jemmy and Prince Brat and their relationship change over the course of <i>The Whipping Boy</i> and how that develops the theme of the novel? To address this question, students will:</p> <ul style="list-style-type: none"> ● Describe how the relationship between Jemmy and Prince Brat changes over the course of <i>The Whipping Boy</i>. ● identify an instance where the relationship changed ● discuss what led to and resulted from that change ● describe how this relates to what the author wants to teach the reader

		<p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion.</p> <p><u>LC.RL.4.2b</u> Determine the theme of a story, drama, or poem; refer to text to support the answer.</p> <p><u>LC.RL.4.3a</u> Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>
Sections & Lessons	<i>9 sections, 38 lessons total</i>	<i>7 sections, 24 lessons total</i>

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Assessment Overview

Guidebook Assessment		Modified Assessment Overview
Culminating Writing Task	<p>Students write a multiparagraph essay in response to the questions: How do Jemmy and Prince Brat and their relationship change over the course of <i>The Whipping Boy</i>? What is the theme of the novel?</p>	<ul style="list-style-type: none"> ● Culminating writing task directions ● Exemplar student response ● Grades 4-5 LAT/RST writing rubric <p>Students create a permanent product discussing how Jemmy and Prince Brat and their relationship change over the course of <i>The Whipping Boy</i> and how that develops the theme of the novel? To address this question, students will:</p> <ul style="list-style-type: none"> ● Describe how the relationship between Jemmy and Prince Brat changes over the course of <i>The Whipping Boy</i>. ● Identify what leads to those changes (e.g., the changes are the result of power changes between Jemmy and Prince Brat, the result of something that Jemmy or Prince Brat experience, or the result of a change in the way Jemmy or Prince Brat acts). ● Examine the importance of those changes. ● Identify a topic of the <i>The Whipping Boy</i> (e.g., friendship, adventure, power). ● Identify what the author wants to teach the reader about the topic based on the experiences of Jemmy and Prince Brat. <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion.</p> <ul style="list-style-type: none"> ● Determine the theme of a story, drama, or poem; refer to text to support the answer. (LC.RL.4.2b)

			<ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Cold-Read Task	Students read “The Middle Ages: Medieval Castles.” Then students answer a combination of questions.	<ul style="list-style-type: none"> ● Assessment ● Answer key ● Answer sheet ● Grades 4-5 writing rubric 	<i>This will be optional.</i>
Extension Task	Students conduct research on a topic from the Middle Ages. As the topic is addressed in <i>The Whipping Boy</i> , students present their findings to the class to support students in developing an understanding of the time period of the anchor text.	<ul style="list-style-type: none"> ● Extension task directions ● Exemplar student response ● Presentation rubric 	<i>This will be optional.</i>

Section Overview

Section Number	Section 1	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students write a response to the prompt: In your reading log, explain how the feudal and manor systems helped to maintain order during the Middle Ages.</p> <p>Culminating task connections: Students demonstrate their understanding of the Feudal and Manor systems of the Middle Ages. This prepares students to analyze how the balance of power between the main characters develops the theme of the novel.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student understand the levels of the Feudal system and the balance of power it created? ● How well does the student understand daily life during the Middle Ages under the Feudal system? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the main idea and key details in different sections of an informational text? ● How well does the student use grade level conventions to produce clear writing? 	<p>Students develop a response to the prompt: In your reading log, identify how the feudal and manor systems helped to maintain order during the Middle Ages.</p> <p>Culminating task connections: Students demonstrate their understanding of the Feudal and Manor systems of the Middle Ages. This prepares students to identify how the balance of power between the main characters develops the theme of the novel.</p> <p>This prepares students to produce a permanent product.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well can the student identify the levels of the Feudal system? ● How well can the student identify the balance of power it created? ● How well can the student identify the characteristics of daily life during the Middle Ages under the Feudal system? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the main idea? ● How well does the student identify key details in different sections of an informational text? ● How well does the student use grade level conventions to produce clear writing?
Section Length	5 lessons	<i>5 lessons</i>

<p>Additional Supports for Diverse Learners</p>	<p>Before the Section:</p>	<p>During the Section:</p>	<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>Magic Tree House: Knights and Castles</i>, “The Middle Ages”, and <i>A Medieval Feast</i> ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Informational Text ● Student Response Modes - ELA ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview

Lesson Number	Lesson 1		Modified Lesson Overview
Description	<p>In this lesson, students begin to gather information about daily life in the Middle Ages.</p> <p>Students also prepare to write by learning what life was like during the Middle Ages under the Feudal System.</p>		<p>In this lesson, students read Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne. (as needed an Adapted version). Students begin to gather information about daily life in the Middle Ages.</p> <ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining what the text says explicitly. (LC.RI.4.1a)
Let's Express Our Understanding	<p>In your reading log, answer the following question: Describe how people lived in the Middle Ages.</p> <ul style="list-style-type: none"> ● Be sure to include 3 different examples from the text. 		<p>In your reading log, answer the question:</p> <p>Describe how people lived in the Middle Ages.</p> <ul style="list-style-type: none"> ○ Be sure to include 2-3 different examples from the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the different levels of the Feudal System? ● Can students provide evidence such as details and examples from the text in their response? 		<ul style="list-style-type: none"> ● Can students identify the different levels of the Feudal System? ● Can students locate evidence such as details and examples from the text in their response?
Text(s)	Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne.		Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne.
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Lesson 1 Notetaker ● Reading Log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne. ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions

			<ul style="list-style-type: none"> ● Essential Elements Cards—Grades 3-5 Informational Text (LC.RI.4.1a): <ul style="list-style-type: none"> ○ Graphic Organizers ○ Various informational Texts ○ Interactive White Board ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Highlighted text
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 2	Modified Lesson Overview
Description	<p>In this lesson, students will identify and define keywords that will help them develop understanding about life in the Middle Ages. Students also prepare to write by deepening their understanding of what life was like during the Middle Ages under the Feudal System.</p>	<p>In this lesson, students reread Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne (as needed an Adapted version). Students will identify and define keywords that will help them develop understanding about life in the Middle Ages.</p> <ul style="list-style-type: none"> ● Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.

		<p>(LC.RL.4.1b)</p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (LC.RI.4.4)
Let's Express Our Understanding	Fill out the part of speech, my definition, word family, picture, and source sentence for at least one more word on your vocabulary log handout.	Complete the part of speech, my definition, word family, picture, and source sentence for at least one more word on your vocabulary log handout.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the definition of the feudal system as the system of trading the use of and for loyalty and work during the Middle Ages? Can students identify context clues directly from the chapter that help them figure out the meaning of unknown words? 	<ul style="list-style-type: none"> Can students identify the definition of the feudal system as the system of trading the use of land for loyalty and work during the Middle Ages? Can students identify context clues directly from the chapter that help them figure out the meaning of unknown words?
Text(s)	Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne	Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Vocabulary log handout Print or digital dictionary Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool
		<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions Essential Elements Cards—Grades 3-5 Literature <p>(LC.RL.4.1b):</p> <ul style="list-style-type: none"> Read aloud texts Paper and crayons Interactive white board

			<ul style="list-style-type: none">○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc)○ Graphic organizers○ Highlighted text○ Preview of the text, illustrations, and details, frontloading○ Pictures, objects, or tactile representations to illustrate the key details○ Sentence strips that reflect text from the story that supports the key details○ Videos or story boards/cards of the story for visual supports○ Picture icons on graphic organizers to support non readers and visual learners
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- Peer support, collaborative grouping

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			<ul style="list-style-type: none"> ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 3	Modified Lesson Overview
Description	In this lesson, students will learn how to identify key details in a text to determine the main idea of a text.	<p>In this lesson, students read “The Middle Ages” by LDOE (as needed an Adapted version). Students will learn how to identify key details in a text to determine the main idea of a text.</p> <ul style="list-style-type: none"> ● Determine the main idea of an informational text. (LC.RI.4.2a) ● Identify supporting details of an informational text. (LC.RI.4.2b)
Let’s Express Our Understanding	Consider the process we took to annotate today’s text. Share with your partner how annotating nonfiction texts helps you to determine the main idea of a text.	Discuss with a partner (with assistance) how annotating nonfiction texts helps you to determine the main idea of a text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how rereading one paragraph at a time, identifying the details, and thinking about how these details go together to explain a big idea helps them identify the main idea of a text? ● Can students provide evidence such as details and examples from the text during their partner discussion? 	<ul style="list-style-type: none"> ● Can students identify how rereading one paragraph at a time, identifying the details, and thinking about how these details go together to explain a big idea helps them identify the main idea of a text? ● Can students locate evidence such as details and examples from the text during their partner discussion?
Text(s)	“The Middle Ages” by LDOE	“The Middle Ages” by LDOE

Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • annotating text • Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version of “The Middle Ages” by LDOE • Student Response Modes • Adapting Lesson Plans • Additional support in Diverse Learners Guide • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Informational Text <p>(LC.RI.4.2a):</p> <ul style="list-style-type: none"> ○ Pictures, objects or tactile representations to illustrate the topic, events or details ○ Sentence strips that reflect supporting details about the topic ○ Videos or story boards/cards of the story for visual supports ○ Technology (e.g., interactive whiteboard, informational texts read by the computer that highlights text) ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 4		Modified Lesson Overview
Description	<p>In this lesson, students will integrate knowledge from two texts to discuss and write about the systems of government and economy during the Middle Ages to better understand the balance of power during this time.</p> <p>Students also prepare to write by developing their understanding of the balance of power during the Middle Ages.</p>		<p>In this lesson, review chapter 1 of “The Middle Ages” of Knights and Castles and “The Middle Ages” from LDOE (as needed an Adapted version) and integrate information in order to speak and write about a topic knowledgeably.</p> <ul style="list-style-type: none"> Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. (LC.RI.4.9b)
Let’s Express Our Understanding	In your reading log, explain how the feudal and manor systems helped to maintain order during the Middle Ages.		In your reading log, identify ways the feudal and manor systems helped to maintain order during the Middle Ages.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students locate the main idea and key details in different sections of the informational text? Can students explain that the feudal and manor systems helped to maintain order during medieval times by having certain groups of people protect others? Can students provide evidence such as details and examples from their handout in their response? 		<ul style="list-style-type: none"> Can students locate a given or provided main idea (that the feudal and manor systems helped to maintain order during medieval times) and key details in different sections of the informational text? Can students identify evidence such as details and examples from their handout in their response?
Text(s)	“The Middle Ages” by LDOE Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne		“The Middle Ages” by LDOE Chapter 1 from <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Feudal system and manor system graphic organizer handout Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of “The Middle Ages” by LDOE and <i>Magic Tree House: Knights and Castles</i> by Will Osborne and Mary Pope Osborne Student Response Modes Adapting Lesson Plans

			<ul style="list-style-type: none"> ● Additional support in Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Informational Text (LC.RI.4.9b): <ul style="list-style-type: none"> ○ Graphic Organizers ○ Various informational Texts ○ Interactive White Board ○ Highlighted information within the text ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Clearly differentiated multiple-choice answers
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 5	Modified Lesson Overview
Description	In this lesson, students will continue to build their background knowledge about the Middle Ages by reading a <i>Medieval Feast</i> .	In this lesson, students will continue to build their background knowledge about the Middle Ages by reading a <i>Medieval Feast</i> (as needed an Adapted version).

	Students also prepare to write by continuing to build their knowledge about life in the Middle Ages.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (LC.RI.4.7c) Read or be read to and recount self-selected informational texts or adapted texts. (LC.RI.4.10)
Let's Express Our Understanding	In your reading log, write a paragraph describing what it means when the author says "It was a feast fit for a king" on the last page. <ul style="list-style-type: none"> Be sure to include details from the text, illustrations, and captions to explain your answer. 	In your reading log, develop a paragraph describing what it means when the author says "It was a feast fit for a king" on the last page. <ul style="list-style-type: none"> Be sure to include a minimum of one detail from the text, illustrations, and captions to explain your answer.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain the details that went into preparing for a Medieval feast? Can students provide evidence from the text such as details, illustrations, and captions to explain their answer? 	<ul style="list-style-type: none"> Can students identify the details that went into preparing for a Medieval feast? Can students locate evidence from the text such as details, illustrations, and captions to explain their answer?
Text(s)	<i>A Medieval Feast</i> by Alik	<i>A Medieval Feast</i> by Alik
Materials	Lesson Materials: <ul style="list-style-type: none"> Medieval Feast: To Do List handout Reading Log Teacher Talk Moves Possible Supports During the Lesson: <ul style="list-style-type: none"> Conversation stems tool 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version of <i>A Medieval Feast</i> by Alik Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions <i>The Whipping Boy</i>

			<ul style="list-style-type: none"> ● Essential Elements Cards—Grades 3-5 Informational Text (LC.RI.4.7c): <ul style="list-style-type: none"> ○ Highlighted information ○ Add images to information presented visually ○ Sentence strips, words, or pictures that represent details from the text that may be added to graphic organizers or used to answer questions ○ Interactive whiteboard ○ Teach daily using meaningful content from a variety of mediums (e.g., internet, or weather illustration that is in the daily newspaper) ○ Pictures, objects or tactile representations to illustrate the key information on a chart, graph, or map ○ Black and white illustrations of key elements in the story ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview		
Section Number	Section 2	Modified Section Overview
Description	The Whipping Boy	This section is optional.
Assessment	Review the feedback from your peers as a group.	

	<p>Discuss the following as a group and have one group member record it on a piece of paper:</p> <ul style="list-style-type: none"> • 3 things your group did well • 2 things your group could improve on • 1 key takeaway from the presentation <p>Culminating task connections: Students demonstrate their understanding of daily life in the Middle Ages by answering their research question. This prepares students to analyze how the time period of the novel impacts the characters actions and motivations.</p> <p>Students also demonstrate their ability to research a topic and create a visual representation of their research. This prepares students to use evidence from a text in their writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student research to locate information about a given topic? • How well does the student create a visually clear and appealing representation of their research? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student use relevant sources to create their presentation? • How well does the student come prepared to group discussions? 		
Section Length	6 lessons		0 lessons
Additional Supports for Diverse Learners	Before the Section:	During the Section:	
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview

Lesson Number	Lesson 6		Modified Lesson Overview
Description	In this lesson, students review the directions and rubric or the extension task. Students will also use search terms effectively to gather resources for the multimedia presentation.		This lesson is optional.
Let's Express Our Understanding	Discuss the reflection questions with your group: <ul style="list-style-type: none"> ● What sources did you find? ● What questions do you still have? ● What are your next steps for completing the presentation? Have one group member record the group's response on the index card.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students locate and select resources that are relevant to the presentation? ● Can students come prepared to discuss their sources with their group? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Blank index cards ● Extension task student directions handout ● Extension task visual presentation process handout ● Extension task presentation rubric handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	

Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 7	
		Modified Lesson Overview
Description	In this lesson, students create a question for research and begin locating sources using search terms. Students will also assess the credibility of the sources they locate.	
Let's Express Our Understanding	Review the information and facts that you have collected today. Discuss with your team what information you still need to begin on your visual presentation. List information still needed on index cards to be addressed during the next lesson.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students review the information and facts they have gathered and list any information they still need to address? • Can students come prepared with their research for the group discussion? 	
Text(s)		
Materials	Lesson Materials: <ul style="list-style-type: none"> • Blank index cards • Extension task student directions handout • Extension task visual presentation process handout • Extension task presentation rubric 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation stems tool

	handout		
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Lesson Overview

Lesson Number	Lesson 8		Modified Lesson Overview
Description	In this lesson, students create a question for research and begin locating sources using search terms. Students will also assess the credibility of the sources they locate.		This lesson is optional.
Let's Express Our Understanding	Review the information and facts that you collected today. Discuss with your team what you will need to collect in order to begin your visual presentation. Make a plan to gather these items before the next lesson.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students create a question for research and begin locating sources using search terms? ● Can students determine what items they will need for their visual presentation? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task visual presentation process handout ● Extension task 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	

	presentation rubric		
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.			

Lesson Overview			
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Lesson Number	Lesson 9		Modified Lesson Overview
Description	In this lesson, students will create a visual presentation about their research topic to be shared with the class.		This lesson is optional
Let's Express Our Understanding	<p>Create your visual presentation.</p> <p>Your presentation should include:</p> <ul style="list-style-type: none"> ● a brief overview of your topic. ● two questions that you can answer with your found sources and answers ● any other interesting facts that you discovered while researching <p>Make sure that you follow the guidelines set by the presentation rubric.</p>		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students present their research topic to the class that includes clear words, graphics, with an organized layout? ● Can students provide evidence such as details and examples from their sources in their visual presentation? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Index cards 	Possible Supports During the Lesson:	

	<ul style="list-style-type: none"> Any collected supplies Extension task student directions handout Extension task visual presentation process handout Extension task presentation rubric Teacher Talk Moves 	<ul style="list-style-type: none"> Conversation stems tool 	
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview

Lesson Number	Lesson 10	Modified Lesson Overview	
Description	In this lesson, students will continue creating their visual presentation to share with the class using index cards, notes, and collected supplies.	This lesson is optional.	
Let's Express Our Understanding	Review your presentation with your team. Practice your presentation out loud to your team.		
Lesson Look-Fors	<ul style="list-style-type: none"> Can students review their presentation sources and materials with their team? Can students practice their presentation by speaking clearly and at an understandable pace? 		
Text(s)			
Materials	Lesson Materials: <ul style="list-style-type: none"> Index cards Any collected supplies 	Possible Supports During the Lesson:	

	<ul style="list-style-type: none"> ● Extension task student directions handout ● Extension task visual presentation process handout ● Extension task presentation rubric ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Conversation stems tool 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 11	Modified Lesson Overview
Description	<p>In this lesson, students present their multimedia presentations. Students will also evaluate their peers' presentations and give feedback.</p>	This lesson is optional
Let's Express Our Understanding	<p>Review the feedback from your peers as a group. Discuss the following as a group and have one group member record it on a piece of paper:</p> <ul style="list-style-type: none"> ● 3 things your group did well ● 2 things your group could improve on ● 1 key takeaway from the presentation 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students identify three things their group did well? ● Can students identify two things their group could improve on? ● Can students explain one take away from their presentation? 	

Text(s)		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Final presentation materials ● Peer feedback handout ● Extension task student directions handout ● Extension task presentation rubric ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>	

Section Overview		
Section Number	Section 3	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students write a response to the prompt: In your reading log, explain how the word <u>spite</u> adds to our understanding of Jemmy's character.</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i>. This prepares students to analyze how the relationship between Prince Brat and Jemmy help develop a theme.</p> <p>Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p>	<p>Students develop a response to the prompt: In your reading log, explain how the word <u>spite</u> adds to our understanding of Jemmy's character. To answer this question, students will:</p> <ul style="list-style-type: none"> ● define the word <u>spite</u>. <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i>. This prepares students to analyze how the relationship between Prince Brat and Jemmy help develop a theme.</p> <p>This prepares students to produce a permanent product</p>

	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Prince Brat and Jemmy? ● How well does the student analyze how Jemmy’s relationship with Prince Brat influences Jemmy’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce clear writing? 	<p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the interactions and relationship between Prince Brat and Jemmy? ● How well does the student identify how Jemmy’s relationship with Prince Brat influences Jemmy’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can the student identify relationships from the details of a text and how that helps to develop ideas? ● How well does the student use grade level conventions to produce clear writing?
Section Length	3 lessons	2 lessons
Additional Supports for Diverse Learners	<p>Before the Section:</p> <ul style="list-style-type: none"> ● Support for Reading Fluency <ul style="list-style-type: none"> ○ Fluency Task <ul style="list-style-type: none"> ■ Excerpt from <i>The Whipping Boy</i> by Sid Fleischman ● Support for Knowledge Demands <ul style="list-style-type: none"> ○ Let’s Set the Context video <ul style="list-style-type: none"> ■ “The Middle Ages” ■ “Feudalism in the <p>During the Section:</p> <ul style="list-style-type: none"> ● Support for Language <ul style="list-style-type: none"> ○ Protocol for Explicitly Teaching Vocabulary ○ Vocabulary Task for “forbidden” ○ Mentor Sentence Protocol <ul style="list-style-type: none"> ■ “I’ll take me rags, and I’ll be gone in the half-blink of an eye.” ● Support for Meaning <ul style="list-style-type: none"> ○ Additional text- 	<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Whipping Boy</i> by Sid Fleischman ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 02 of Grade 04 <i>The Whipping Boy</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

	<p>Middle Ages</p> <ul style="list-style-type: none"> ■ “Language of the Middle Ages” 	dependent questions for Lesson 12	
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 12	Modified Lesson Overview
Description	<p>In this lesson, students will read Chapter 1 of <i>The Whipping Boy</i> by Sid Fleischman. Students will also begin drawing on specific details in the text to describe the main characters.</p> <p>Students also prepare to write by introducing the main characters of the text and establishing their relationship.</p>	<p>In this lesson, students will read Chapter 1 of the original or adapted version of <i>The Whipping Boy</i> by Sid Fleischman. Students will also begin drawing on specific details in the text to describe the main characters.</p> <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (LC.RL.4.4) ● Refer to details and examples in a text when explaining what the text says explicitly. (LC.RL.4.1a)
Let’s Express Our Understanding	<p>In your reading log: Describe how Jemmy feels about Prince Brat threatening to send him back to the streets. Use evidence from the text to support your answer.</p>	<p>In your reading log: Describe how Jemmy feels about Prince Brat threatening to send him back to the streets. Use evidence from the text to support your answer.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Jemmy doesn’t care about the threat because he wants to return to the streets? 	<ul style="list-style-type: none"> ● Can students identify that Jemmy doesn’t care about the threat because he wants to return to the streets?

	<ul style="list-style-type: none"> Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students locate evidence such as details and examples from the text in their response?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Vocabulary log handout Chapter 1 TDQ notetaker handout Reading log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of <i>The Whipping Boy</i> Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide specific for Section 02 of Grade 04 of <i>The Whipping Boy</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions Essential Elements Cards—Grades 3-5 Literature 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview		
Lesson Number	Lesson 13	Modified Lesson Overview
Description	<p>In this lesson, students will read Chapter 2 of <i>The Whipping Boy</i> by Sid Fleischman. Students will also begin drawing on specific details in the text to describe the main characters.</p> <p>Students also prepare to write by further introducing the main characters of the text and establishing developing their relationship.</p>	<p>In this lesson, students will read Chapter 2 of the original or adapted version of <i>The Whipping Boy</i> by Sid Fleischman. Students will also begin drawing on specific details in the text to describe the main characters.</p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (LC.RL.4.4)

		<ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining what the text says explicitly. (LC.RL.4.1a) ● Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. (LC.RL.4.1b) 	
Let's Express Our Understanding	In your reading log, explain how the word <i>spite</i> adds to our understanding of Jemmy's character.	In your reading log, identify how the word <i>spite</i> adds to our understanding of Jemmy's character.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the word <i>spite</i> lets us know that Prince Brat realizes that Jemmy is not crying on purpose? ● Can students explain that it also shows us that Jemmy is willing to stand up to the Prince even though he is "just a whipping boy." ● Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> ● Do students identify that the word <i>spite</i> lets us know that Prince Brat realizes that Jemmy is not crying on purpose? ● Do students identify that it also shows us that Jemmy is willing to stand up to the Prince even though he is "just a whipping boy." ● Can students locate evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Vocabulary log ● Chapter 2 TDQ notetaker handout ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of <i>The Whipping Boy</i> ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 02 of Grade 04 of <i>The Whipping Boy</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.1b): <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board

			<ul style="list-style-type: none"> ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 14	Modified Lesson Overview
Description	In this lesson, students will demonstrate an understanding of figurative language as it is used in the text.	This lesson is optional.
Let's Express Our Understanding	Choose one phrase from your figurative language chart handout. In your reading log, write a paragraph explaining: <ul style="list-style-type: none"> ● what the figurative language means as it is used in the text. ● why the author chose to use it. 	

Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that figurative language helps the reader to visualize what is happening in a text? ● Can students explain that figurative language often helps by using a comparison of familiar things to help you understand unfamiliar things? ● Can students provide evidence such as details and examples from the text in their response? 		
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Figurative language chart handout ● Reading Log ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool 	
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.			

Section Overview		
Section Number	Section 4	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students write a response to the prompt: The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?</p> <p>Culminating task connections: Students demonstrate their understanding of the Feudal system and how it affects the relationship between two characters in <i>The Whipping Boy</i>. This prepares students to analyze how the relationship between Prince Brat and Jemmy help develop a theme.</p>	<p>Students develop a response to the prompt: The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?</p> <p>Culminating task connections: Students demonstrate their understanding of the Feudal system and how it affects the relationship between two characters in <i>The Whipping Boy</i>. This prepares students to identify how the relationship between Prince Brat and Jemmy help develop a theme.</p>

	<p>Students also demonstrate their ability to develop a response, and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze how the Feudal system affects the relationship between Prince Brat and Jemmy? ● How well does the student analyze how Jemmy’s relationship with Prince Brat influences Jemmy’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing? 	<p>This also prepares students to produce a permanent product.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify how the Feudal system affects the relationship between Prince Brat and Jemmy? ● How well does the student identify how Jemmy’s relationship with Prince Brat influences Jemmy’s thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can the student identify relationships from the details of a text and how that helps to develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing?
Section Length	6 lessons	6 lessons
Additional Supports for Diverse Learners	<p><u>Before the Section:</u></p> <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Fluency Task <ul style="list-style-type: none"> ○ Excerpt from <i>The Whipping Boy</i> by Sid Fleischman <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> ● Let’s Set the Context video <ul style="list-style-type: none"> ○ “The Middle Ages” ○ “Feudalism in the Middle Ages” ○ “Language of the Middle Ages” <p><u>During the Section:</u></p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Protocol for Explicitly Teaching Vocabulary ● Mentor Sentence Protocol <ul style="list-style-type: none"> ○ “A thick fog had swirled in, they’d strayed from the road, and trees had closed in on them.” <p>Support for Meaning</p> <ul style="list-style-type: none"> ● Additional text- 	<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Whipping Boy</i> by Sid Fleischman, <i>“Middle Ages” Knights and Castles</i> by Will Osborne and Mary Pope Osborne, and <i>“The Middle Ages”</i> by LDOE ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature & Grades 3-5 Informational Text ● Student Response Modes - ELA ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 04 of Grade 04 <i>The Whipping Boy</i>

		dependent questions for Lesson 15	<ul style="list-style-type: none"> English Language Arts Guidebook Reading Support Word lists (e.g., passage- or text-specific words and high frequency words) Writing rubric/criteria for development and evaluation of a response
The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.			

Lesson Overview		
Lesson Number	Lesson 15	Modified Lesson Overview
Description	In this lesson, students will read chapter 3. Students will also learn more about the characters of Jemmy and Prince Brat. Students also prepare to write by deepening their understanding of Prince Brat and Jemmy’s relationship.	In this lesson, students will read chapter 3 of the original or adapted version of <i>The Whipping Boy</i> . Students will also learn more about the characters of Jemmy and Prince Brat. <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (LC.RL.4.4) Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. (LC.RL.4.1b)
Let’s Express Our Understanding	Re-read pages 6 and 8. This is the second time that Prince Brat refers to Jemmy as “Jemmy-From-The-Streets.” In your reading log explain what this word choice tells us about the relationship between Jemmy and Prince Brat.	On pages 6 and 8, Prince Brat refers to Jemmy as “Jemmy-From-The-Streets” for the second time in the text. Explain what this word choice tells us about the relationship between Jemmy and Prince Brat using details from the text and making inferences.
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that the prince does not show Jemmy respect when he calls him “Jemmy-From-the Streets”? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students explain that the prince does not show Jemmy respect when he calls him “Jemmy-From-the Streets”? Can students locate evidence such as details and examples from the text in their response?

Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		<i>The Whipping Boy</i> by Sid Fleischman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chapter 3 TDQ Notetaker ● figurative language chart ● reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of “<i>The Whipping Boy</i>” ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 04 of Grade 04 of <i>The Whipping Boy</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.1b): <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to

			provide access to content and facilitate responding
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.			

Lesson Overview			
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Lesson Number	Lesson 16	Modified Lesson Overview	
Description	<p>In this lesson, students will look deeply within the text to better understand the two main characters by reviewing their actions, thoughts, words, changes, and what others think and say about them.</p> <p>Students also prepare to write by using examples from the text in their writing.</p>	<p>In this lesson, students will look deeply within the text to better understand the two main characters by reviewing their actions, thoughts, words, changes, and what others think and say about them.</p> <ul style="list-style-type: none"> Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description (LC.RL.4.3b) Describe character motivation (e.g., actions, thoughts, words); use details from text to support description. (LC.RL.4.3c) 	
Let's Express Our Understanding	<p>In your reading log write a paragraph describing either Prince Brat or Jemmy.</p> <ul style="list-style-type: none"> Choose one character trait that you think best describes the character. Give at least two examples of evidence from the text that help to explain why you chose that trait. 	<p>Develop a paragraph describing either Prince Brat or Jemmy.</p> <ul style="list-style-type: none"> Choose one character trait that you think best describes the character. Give one to two examples of evidence from the text that help to explain why you chose that trait. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students accurately describe the character traits of either Jemmy or Prince Brat? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students accurately describe the character traits of either Jemmy or Prince Brat? Can students locate evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Jemmy’s character analysis chart handout ● Prince Brat’s character analysis chart handout ● character trait list resource handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of <i>The Whipping Boy</i> ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 04 of Grade 04 of <i>The Whipping Boy</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3c): <ul style="list-style-type: none"> ○ Character maps ○ Interactive white board ○ Character sorts ○ Read aloud texts ○ Content delivered using multi-media (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading. ○ Pictures, objects, or tactile representations to illustrate the key details. ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non- <ul style="list-style-type: none"> ○ readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to
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			<ul style="list-style-type: none"> ○ provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview

Lesson Number	Lesson 17	Modified Lesson Overview
Description	In this lesson, students will read chapter 4. Students will also learn more about the relationship between Prince Brat and Jemmy. Students also prepare to write by using details from the story in their response.	In this lesson, students will read chapter 4 of the original or adapted version of <i>The Whipping Boy</i> . Students will determine how the author's word choices/phrases promote imagery and set mood when describing in depth the setting of a text. <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let's Express Our Understanding	Working with a partner choose one of the phrases you identified in your reading log. Explain how the author uses images in this phrase to help you understand the setting. Discuss how this phrase helps you determine the mood in this part of the text.	Choose one of the phrases from the text and identify how the author uses images in this phrase to help you understand the setting. Discuss how this phrase helps you determine the mood in this part of the text.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that an author uses imagery words and phrases to set the mood of a scene? ● Can students explain the mood of a scene will affect the characters' thoughts, words, and actions? 	<ul style="list-style-type: none"> ● Can students identify that an author uses imagery words and phrases to set the mood of a scene? ● Can students explain the mood of a scene will affect the characters' thoughts, words, and actions?

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text during a discussion?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Chapter 4 TDQ Notetaker • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version of <i>The Whipping Boy</i> • Student Response Modes • Adapting Lesson Plans • Additional support in Diverse Learners Guide specific for Section 04 of Grade 04 of <i>The Whipping Boy</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview

Lesson Overview		
Lesson Number	Lesson 18	Modified Lesson Overview
Description	In this lesson, students will construct a written response to a prompt. Students also prepare to write by using details from the story in their response.	In this lesson, students will develop a response to a prompt, "How is the feudal system seen in the relationship between Prince Brat and Jemmy?" <ul style="list-style-type: none"> ● Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. (LC.RI.4.9b) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let's Express Our Understanding	Decide as a team if the characteristic and textual evidence have a: <ul style="list-style-type: none"> ● strong connection ● weak connection ● or no connection <p>If the connection is weak or there is none, help each other revise your charts to prepare to write.</p>	Match the characteristics of the feudal system to the strong textual evidence of the relationship between Prince Brat and Jemmy.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain characteristics of the feudal system that are shown in Chapters 1-3 of <i>The Whipping Boy</i>? ● Can students determine if their responses have strong textual evidence, and if not, can they correct it? 	<ul style="list-style-type: none"> ● Can students identify characteristics of the feudal system that are shown in Chapters 1-3 of <i>The Whipping Boy</i>? ● Can students determine if their responses have strong textual evidence, and if not, can they correct it?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman "Middle Ages" <i>Knights and Castles</i> by Will Osborne and Mary Pope Osborne "The Middle Ages" by LDOE	<i>The Whipping Boy</i> by Sid Fleischman "Middle Ages" <i>Knights and Castles</i> by Will Osborne and Mary Pope Osborne "The Middle Ages" by LDOE

<p>Materials</p>	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Notes, charts, and organizers from lesson one through seventeen. ● A blank writing organizer ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of <i>The Whipping Boy</i>, “Middle Ages” <i>Knights and Castles</i> and “The Middle Ages” ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 04 of Grade 04 of <i>The Whipping Boy</i> ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details ● Essential Elements Cards—Grades 3-5 Informational Text (LC.RI.4.9b): <ul style="list-style-type: none"> ○ Graphic Organizers ○ Various informational Texts ○ Interactive White Board ○ Highlighted information within the text
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			<ul style="list-style-type: none"> ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Clearly differentiated multiple-choice answers
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 19	Modified Lesson Overview
Description	<p>In this lesson, students will construct a written response to a prompt. Students also prepare to write by showing how the Feudal system establishes the initial balance of power between Prince Brat and Jemmy.</p>	<p>In this lesson, students will construct an informative response that uses evidence from multiple texts to show the evidence of the balance of power between Prince Brat and Jemmy.</p> <ul style="list-style-type: none"> ● Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. (LC.RI.4.9b) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)

		<ul style="list-style-type: none"> With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft). (LC.W.4.5a) 	
Let's Express Our Understanding	<p>The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy?</p> <ul style="list-style-type: none"> Support your answer with examples from the text we have read in this unit. Use your writing organizer and the texts to write your first draft. 	<p>Develop a paragraph explaining how this system is seen in the relationship between Prince Brat and Jemmy?</p> <ul style="list-style-type: none"> Support your answer with a minimum of one example from the text we have read in this unit. Use your writing organizer and the texts to write your first draft. 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that in the feudal system royalty and nobles were wealthy and the serfs and peasants were poor? Can students provide evidence such as details and examples from multiple texts in their response? 	<ul style="list-style-type: none"> Can students identify that in the feudal system royalty and nobles were wealthy and the serfs and peasants were poor? Can students locate evidence such as details and examples from multiple texts in their response? 	
Text(s)	<p><i>The Whipping Boy</i> by Sid Fleischman <i>"Middle Ages" Knights and Castles</i> by Will Osborne and Mary Pope Osborne <i>"The Middle Ages"</i> by LDOE</p>	<p><i>The Whipping Boy</i> by Sid Fleischman <i>"Middle Ages" Knights and Castles</i> by Will Osborne and Mary Pope Osborne <i>"The Middle Ages"</i> by LDOE</p>	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Notes, charts, and organizers from Lessons 1-17 Writing organizer handout Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of <i>The Whipping Boy</i>, <i>"Middle Ages" Knights and Castles</i> and <i>"The Middle Ages"</i> Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide specific for Section 04 of Grade 04 of <i>The Whipping Boy</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions

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| | | | <ul style="list-style-type: none">● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a):<ul style="list-style-type: none">○ Graphic organizers (Web)○ Interactive whiteboard and/or chart paper○ Read aloud texts○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers
Simpler or shorter text of the same story with the same key events or details● Essential Elements Cards—Grades 3-5 Informational Text (LC.RI.4.9b):<ul style="list-style-type: none">○ Graphic Organizers○ Various informational Texts○ Interactive White Board○ Highlighted information within the text○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)○ Picture icons on graphic organizers to support non-readers and visual learners○ Peer support, collaborative grouping○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding○ Dichotomous questions that allow for making a choice of correct versus incorrect answers○ Clearly differentiated multiple-choice answers |
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Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

Lesson Overview

Lesson Number	Lesson 20	Modified Lesson Overview
Description	<p>In this lesson, students will construct a written response to a prompt.</p>	<p>In this lesson, students will construct an informative response that uses evidence from multiple texts to show the evidence of the balance of power between Prince Brat and Jemmy.</p> <ul style="list-style-type: none"> ● With guidance and support from peers and adults, strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail). (LC.W.4.5b) ● With guidance and support from peers and adults, edit permanent products for clarity and meaning. (LC.W.4.5c) ● Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably. (LC.RI.4.9b)
Let's Express Our Understanding	<p>The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy? Support your answer with examples from the text we have read in this unit.</p> <p>Use your revised and edited rough draft to publish your writing.</p>	<p>The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy? Support your answer with examples from the text we have read in this unit.</p> <ul style="list-style-type: none"> ● Read any feedback left. ● Correct any errors in information that you found. ● Locate transition words or add, if needed. <p>Use your revised and edited rough draft to publish your writing.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students publish a final draft that includes the revisions and edits they worked on with their peers? 	<ul style="list-style-type: none"> ● Can students publish a final draft that includes the revisions and edits they worked on?

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from multiple texts in their response? 	<ul style="list-style-type: none"> • Can students locate evidence such as details and examples from multiple texts in their response?
Text(s)	<p><i>The Whipping Boy</i> by Sid Fleischman “Middle Ages” <i>Knights and Castles</i> by Will Osborne and Mary Pope Osborne “The Middle Ages” by LDOE</p>	<p><i>The Whipping Boy</i> by Sid Fleischman “Middle Ages” <i>Knights and Castles</i> by Will Osborne and Mary Pope Osborne “The Middle Ages” by LDOE</p>
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Colored highlighters or pencils • Completed writing organizer • Rough draft of your essay • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool <p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version of <i>The Whipping Boy</i>, “Middle Ages” <i>Knights and Castles</i> and “The Middle Ages” • Student Response Modes • Adapting Lesson Plans • Additional support in Diverse Learners Guide specific for Section 04 of Grade 04 of <i>The Whipping Boy</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Informational Text <p>(LC.RI.4.9b):</p> <ul style="list-style-type: none"> ○ Graphic Organizers ○ Various informational Texts ○ Interactive White Board ○ Highlighted information within the text ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding

			<ul style="list-style-type: none"> ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Clearly differentiated multiple-choice answers
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview		
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Section Number	Section 5	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students write a response to the question: Describe the shift in power that occurred during this chapter. Who thinks they are in charge at the beginning of the chapter? Why? Who has power at the end of this chapter? Why?</p> <p>Culminating task connections: Students demonstrate their understanding of how the balance of power is shifting in the story. This prepares students to analyze how the balance of power reveals the theme of the text.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationships of Prince Brat, Jemmy, and the outlaws? ● How well does the student analyze how the balance of power outlined by the Feudal system is beginning to change between the characters? <p>Writing/ELA Skill Look Fors:</p>	<p>Students construct a written response to the prompts:</p> <ul style="list-style-type: none"> ● Who thinks they are in charge at the beginning of the chapter? Why? ● Who has power at the end of this chapter? Why? <p>Culminating task connections: Students identify how the balance of power is shifting in the story. This prepares students to identify how the balance of power reveals the theme of the text.</p> <p>This also prepares students to produce a permanent product.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student identify the interactions and relationships of Prince Brat, Jemmy, and the outlaws? ● How well does the student identify how the balance of power outlined by the Feudal system is beginning to change between the characters? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well can the student identify relationships from the details of a text and how that helps to develop ideas?

	<ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing? 	<ul style="list-style-type: none"> ● How well does the student use grade level conventions to produce and revise clear writing? 	
Section Length	4 lessons	3 lessons	
Additional Supports for Diverse Learners	<p><u>Before the Section:</u></p> <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Fluency Task <ul style="list-style-type: none"> ○ “Weird, or Just Different?” by Derek Silvers <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> ● Let’s Set the Context video <ul style="list-style-type: none"> ○ “The Middle Ages” ○ “Feudalism in the Middle Ages” ○ “Language of the Middle Ages” 	<p><u>During the Section:</u></p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Protocol for Explicitly Teaching Vocabulary ● Mentor Sentence Protocol <ul style="list-style-type: none"> ○ “Hold-Your-Nose Billy, the famous murderer, found Prince Horace’s crown.” <p>Support for Meaning</p> <ul style="list-style-type: none"> ● Additional text-dependent questions for Lesson 21 	<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Whipping Boy</i>, ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 05 of Grade 04 The Whipping Boy ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview

Lesson Number	Lesson 21		Modified Lesson Overview
Description	<p>In this lesson, students learn more about the relationship between Jemmy and Prince Brat and use the chapter as a model text for using dialogue in writing.</p> <p>Students also prepare to write by using evidence from the text in their response.</p>		This lesson is optional.
Let's Express Our Understanding	<p>Reread Chapter 5 with your partner. As you read:</p> <ul style="list-style-type: none"> List 10 different dialogue tags the author uses to show characters' reactions. Choose one of the dialogue tags you identified, and explain how this dialogue deepens your understanding of this character and the events in the chapter. 		
Lesson Look-Fors	<ul style="list-style-type: none"> Can students identify different dialogue tags such as "<i>declared the big man in awe.</i>" Can students explain that the author uses dialogue to show the characters' emotions, such as fear and surprise. 		
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Chapter 5 TDQ notetaker handout Reading log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview

Lesson Number	Lesson 22		Modified Lesson Overview
Description	In this lesson, students will read and discuss characters and setting in Chapter 6 of <i>The Whipping Boy</i> .		In this lesson, students will read and discuss characters and setting in Chapter 6 of the original or adapted version of <i>The Whipping Boy</i> . <ul style="list-style-type: none"> Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let's Express Our Understanding	<p>How did the author use descriptions of different food to help us better understand and describe the characters?</p> <p>Why did finding the crown at the end of the chapter excite the two outlaws?</p>		<p>Discuss and document:</p> <ul style="list-style-type: none"> How did the author use descriptions of different foods to help us better understand and describe the characters? Why did finding the crown at the end of the chapter excite the two outlaws?
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain that the food in this chapter showed the class difference between Prince Brat, Jemmy, and the outlaws? The author used the descriptions of food to further our understanding of how the feudal system is shown in the life of Prince Brat and Jemmy. Can students explain that the crown was proof that the Prince was actually who he said he was? 		<ul style="list-style-type: none"> Can students identify that the food in this chapter showed the class difference between Prince Brat, Jemmy, and the outlaws? Can students identify that the crown was proof that the Prince was actually who he said he was?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		<i>The Whipping Boy</i> by Sid Fleischman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Chapter 6 TDQ notetaker handout Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of "<i>The Whipping Boy</i>" Student Response Modes

			<ul style="list-style-type: none"> ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 05 of Grade 04 of The Whipping Boy ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 23	Modified Lesson Overview
Description	<p>In this lesson, students read Chapter 7, focusing on the shift of power that occurs in this chapter and referring to details and examples from the text when making inferences.</p> <p>Students also prepare to write by identifying a shift in power in</p>	<p>In this lesson, students read Chapter 7 of the original or adapted version of <i>The Whipping Boy</i>, focusing on the shift of power that occurs in this chapter and referring to details and examples from the text when making inferences.</p> <ul style="list-style-type: none"> ● Refer to details and examples in a text when drawing

	<p>taking place. This will help students identify the theme of the book.</p>	<p>basic inferences about a story, poem, or drama. (LC.RL.4.1b)</p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. (LC.RL.4.4) 	
Let's Express Our Understanding	<p>Describe the shift in power that occurred during this chapter.</p> <p>Who thinks they are in charge at the beginning of the chapter? Why?</p> <p>Who has power at the end of this chapter? Why?</p>	<p>Discuss and document:</p> <ul style="list-style-type: none"> Who thinks they are in charge at the beginning of the chapter? Why? Who has power at the end of this chapter? Why? 	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students explain for a while, it is the outlaws that have the power over Jemmy and Prince Brat since they are holding them captive. At the end of the chapter, Jemmy is the one with the power of the situation since he has flummoxed the rouges. Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students identify that for a while, it is the outlaws that have the power over Jemmy and Prince Brat since they are holding them captive. Can students locate evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Chapter 7 TDQ notetaker handout Reading log Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of <i>The Whipping Boy</i> Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide specific for Section 05 of Grade 04 of <i>The Whipping Boy</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions Essential Elements Cards—Grades 3-5 Literature

			<p><u>(LC.RL.4.1b)</u>:</p> <ul style="list-style-type: none"> ○ Read aloud texts ○ Paper and crayons ○ Interactive white board ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Graphic organizers ○ Highlighted text ○ Preview of the text, illustrations, and details, frontloading ○ Pictures, objects, or tactile representations to illustrate the key details ○ Sentence strips that reflect text from the story that supports the key details ○ Videos or story boards/cards of the story for visual supports ○ Picture icons on graphic organizers to support non-readers and visual learners ○ Peer support, collaborative grouping ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 24	Modified Lesson Overview
Description	In this lesson, students read Chapter 8 of <i>The Whipping Boy</i> and then summarize the chapter using key details.	In this lesson, students read Chapter 8 of the original or adapted version of <i>The Whipping Boy</i> and then summarize the chapter using key details.

		<ul style="list-style-type: none"> ● Use evidence from the text to summarize a story, poem or drama. (LC.RL.4.2a) ● Refer to details and examples in a text when explaining what the text says explicitly. (LC.RL.4.1a) 	
Let's Express Our Understanding	<p>Write a chapter summary for Chapter 8: The Ransom Note</p> <ul style="list-style-type: none"> ● Your summary should be 2-3 sentences in length. ● Your summary should include the important events in Chapter 8 that will affect the rest of the story. 	Summarize by sequencing the events then construct a 2-3 sentence summary of Chapter 8.	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Jemmy continues to trick the outlaws into believing that he is the actual prince by having them ask for more gold and jewels while he is writing the ransom note? ● Can students provide evidence such as details and examples from the text in their summary? 	<ul style="list-style-type: none"> ● Can students identify that Jemmy continues to trick the outlaws into believing that he is the actual prince by having them ask for more gold and jewels while he is writing the ransom note? ● Can students locate evidence such as details and examples from the text in their summary? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chapter 7 and 8 sequence of events handouts ● Reading log ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of <i>The Whipping Boy</i> ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 05 of Grade 04 of Pushing ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.2a): <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting

			<ul style="list-style-type: none"> ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input ○ Highlighted text ○ Simplified text options ○ Errorless learning techniques
	<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Section Overview		
Section Number	Section 6	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students write a response to the prompt: How are Prince Brat and Jemmy's character traits evident in their relationship?</p> <p>In your reading log, write a paragraph describing the relationship between Prince Brat and Jemmy at the end of chapter 14.</p> <ul style="list-style-type: none"> ● Use examples from the text to discuss how their character traits influence their relationship. <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i>. This prepares students to analyze Prince Brat and Jemmy's changing relationship reveals the theme of the text.</p>	<p>Students construct a paragraph describing the relationship between Prince Brat and Jemmy at the end of chapter 14.</p> <ul style="list-style-type: none"> ● Use examples from the text to discuss how their character traits influence their relationship. <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i>. This prepares students to analyze Prince Brat and Jemmy's changing relationship reveals the theme of the text.</p> <p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p>

	<p>Students also demonstrate their ability to form a claim and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Jemmy and Prince Brat? ● How well does the student analyze how Jemmy's relationship with Prince Brat influences Jemmy's thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing? 	<ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Jemmy and Prince Brat? ● How well does the student analyze how Jemmy's relationship with Prince Brat influences Jemmy's thoughts and actions? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing? 	
Section Length	5 lessons	2 lessons	
Additional Supports for Diverse Learners	<p>Before the Section:</p> <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Fluency Task <ul style="list-style-type: none"> ○ "Shake, Muleary and Go-Ethe" by Henry Cuyler Bunner <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> ● Let's Set the Context video <ul style="list-style-type: none"> ○ "The Middle Ages" ○ "Feudalism in the Middle Ages" ○ "Language of the Middle Ages" 	<p>During the Section:</p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Protocol for Explicitly Teaching Vocabulary ● Mentor Sentence Protocol <ul style="list-style-type: none"> ○ "When that plaguy Cutwater comes to tie us up, tell him I slipped out the door." <p>Support for Meaning</p> <ul style="list-style-type: none"> ● Additional text-dependent questions for Lesson 25 	<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Whipping Boy</i> ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 06 of Grade 04 The Whipping Boy ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response

The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.

Lesson Overview		
Lesson Number	Lesson 25	Modified Lesson Overview
Description	In this lesson, students read a historical nonfiction text to better understand the villain's motives. Students will also read chapter 9 of <i>The Whipping Boy</i> to discover Jemmy's plan to free the Prince.	This lesson is optional.
Let's Express Our Understanding	In your small group: Discuss the text dependent questions using your notes from your Chapter 9 notetaker handout.	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students participate in the small group discussion, referring to the texts, and posing specific questions to clarify thinking? • Can students provide evidence such as details and examples from the text during a discussion? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman <i>The Horrible, Miserable Middle Ages</i> by Kathy Allen	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Chapter 9 TDQ notetaker handout • Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation stems tool
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

Lesson Overview

Lesson Number	Lesson 26		Modified Lesson Overview
Description	In this lesson, students will read chapters 10 and 11 of <i>The Whipping Boy</i> and make connections between the text and the visual representation of the story.		In this lesson, students will read chapters 9, 10, and 11 of the original or adapted version of <i>The Whipping Boy</i> and make connections between the text and the visual representation of the story. <ul style="list-style-type: none"> Make connections between the text of a story and the visual representations, refer back to text/illustrations to support the answer. (LC.RL.4.7b)
Let's Express Our Understanding	How is the text of this scene reflected in the illustration on page 35?		Complete the text to Visual T-Chart handout to answer the question: <ul style="list-style-type: none"> How is the text of this scene reflected in the illustration on page 35?
Lesson Look-Fors	<ul style="list-style-type: none"> Can students give examples such as, “ ‘He filled his mouth with bread and herring.’ I see the bones of a fish on the table.” Can students provide evidence such as details and examples from the text on their handout? 		<ul style="list-style-type: none"> Can students give examples such as, “ ‘He filled his mouth with bread and herring.’ I see the bones of a fish on the table.” Can students locate evidence such as details and examples from the text on their handout?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		<i>The Whipping Boy</i> by Sid Fleischman
Materials	Lesson Materials: <ul style="list-style-type: none"> Chapter 9 TDQ notetaker handout Text to Visual T-Chart handout Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> Conversation stems tool 	Additional Supports for SWSCDs: <ul style="list-style-type: none"> Original and adapted version of “The Whipping Boy” Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide specific for Section 06 of Grade 04 of <i>The Whipping Boy</i> Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.7b):

			<ul style="list-style-type: none"> ○ Read aloud texts supported by illustrations ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Black and white illustrations of key elements in the story ○ Clearly differentiated multiple-choice answers ○ Word bank from which students may select answers to questions or select descriptive words ○ Videos or storyboards/cards of the story for visual supports ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.)
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 27	Modified Lesson Overview
Description	In this lesson, students read Chapters 12 and 13 of <i>The Whipping Boy</i> and determine Prince and Jemmy's reasons for being angry.	This lesson is optional.
Let's Express Our Understanding	<p>Who do you think has the right to be angry, Jemmy or Prince Brat, at the end of Chapter 13? Why?</p> <ul style="list-style-type: none"> ● Support your opinion with at least two reasons or examples from the text. 	

Lesson Look-Fors	<ul style="list-style-type: none"> • Can students choose a character and give reasons and examples to explain why they think that the character has a right to be angry? • Can students provide at least two pieces of evidence from the text to support their claim? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	Lesson Materials: <ul style="list-style-type: none"> • Chapter 12 and 13 TDQ notetaker handouts • Reading log • Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation stems tool
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.	

Lesson Overview		
Lesson Number	Lesson 28	Modified Lesson Overview
Description	In this lesson, students will look deeply within the text to better understand the two main characters by reviewing their actions, thoughts, words, changes, and what others think and say about them.	<p>In this lesson, students read Chapters 12, 13 and 14 of the original or adapted version of <i>The Whipping Boy</i> students will look deeply within the text to better understand the two main characters by reviewing their actions, thoughts, words, changes, and what others think and say about them.</p> <ul style="list-style-type: none"> • Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description (LC.RL.4.3b) • Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)

Let's Express Our Understanding	<p>How are Prince Brat's and Jemmy's character traits evident in their relationship?</p> <p>In your reading log, write a paragraph describing the relationship between Prince Brat and Jemmy at the end of chapter 14.</p> <ul style="list-style-type: none"> ● Use examples from the text to discuss how their character traits influence their relationship. 		<p>Complete the character trait graphic organizer. Then construct a paragraph describing the relationship between Prince Brat and Jemmy at the end of chapter 14.</p> <ul style="list-style-type: none"> ● Use examples from the text to discuss how their character traits influence their relationship.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Jemmy is tired of trying to help Prince Brat and he just wants to escape from him now? ● Can students provide evidence such as details and examples from the text in their paragraph? 		<ul style="list-style-type: none"> ● Can students identify that Jemmy is tired of trying to help Prince Brat and he just wants to escape from him now? ● Can students locate evidence such as details and examples from the text in their paragraph?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		<i>The Whipping Boy</i> by Sid Fleischman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Chapter 12 and 13 TDQ notetaker handouts ● A blank copy of Jemmy's character analysis chart ● A blank copy of Prince Brat's character analysis chart ● Character trait list resource handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of "The Whipping Boy" ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide specific for Section 06 of Grade 04 of The Whipping Boy ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to

			provide access to content and facilitate responding <ul style="list-style-type: none"> ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.			

Lesson Overview

Lesson Number	Lesson 29	Modified Lesson Overview	
Description	In this lesson, students will demonstrate their ability to read and comprehend grades 4-5 informational text.	This lesson is optional.	
Let's Express Our Understanding	You will have approximately 40 minutes to read, answer the questions.		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students read and comprehend grade level complex text? 		
Text(s)	<i>"The Middle Ages: Medieval Castles"</i> by ReadWorks <i>The Whipping Boy</i> by Sid Fleischman		
Materials	Lesson Materials: <ul style="list-style-type: none"> ● Cold-read task ● Cold-read task answer sheet ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Any necessary accommodations 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.		

Section Overview

Section Number	Section 7	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students write a response to the prompt: Prince Brat experiences many “firsts” in these two chapters.</p> <p>Describe the events that occurred and explain how they have impacted Prince Brat and his relationship with Jemmy.</p> <p>Culminating task connections: Students demonstrate their understanding of the changing relationship between two characters in <i>The Whipping Boy</i>. This prepares students to analyze how Prince Brat and Jemmy’s relationship reveal the theme of the story.</p> <p>Students also demonstrate their ability to develop a response and use conventions to produce clear writing. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Prince Brat and Jemmy? ● How well does the student analyze the shifting roles between Prince Brat and Jemmy on their journey? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing? 	<p>Students construct a response to the prompt: Prince Brat experiences many “firsts” in these two chapters. By discussing the events that occurred, students can identify how they have impacted Prince Brat and his relationship with Jemmy.</p> <p>Culminating task connections: Students demonstrate their understanding of the changing relationship between two characters in <i>The Whipping Boy</i>. This prepares students to analyze how Prince Brat and Jemmy’s relationship reveal the theme of the story.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Prince Brat and Jemmy? ● How well does the student analyze the shifting roles between Prince Brat and Jemmy on their journey? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze relationships among the details of a text and how they develop ideas? ● How well does the student use grade level conventions to produce and revise clear writing?
Section Length	3 lessons	3 lessons

Additional Supports for Diverse Learners	<p><u>Before the Section:</u></p> <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> ● Fluency Task <ul style="list-style-type: none"> ○ “Eating While Reading” by Gary Soto <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> ● Let’s Set the Context video <ul style="list-style-type: none"> ○ “The Middle Ages” ○ “Feudalism in the Middle Ages” ○ “Language of the Middle Ages” 	<p><u>During the Section:</u></p> <p>Support for Language</p> <ul style="list-style-type: none"> ● Protocol for Explicitly Teaching Vocabulary <p>Support for Meaning</p> <ul style="list-style-type: none"> ● Additional text-dependent questions for Lesson 25 	<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> ● Original and adapted versions of <i>The Whipping Boy</i> ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let’s Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners specific for Section 07 of Grade 04 <i>The Whipping Boy</i> ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview		
Lesson Number	Lesson 30	Modified Lesson Overview
Description	<p>In this lesson, students will read Chapters 15 and 16 of <i>The Whipping Boy</i> then write a paragraph explaining which events from the chapters have the greatest impact on Jemmy and Prince Brat’s relationship.</p> <p>Students also prepare to write by deepening their understanding of Prince Brat and Jemmy’s changing relationship.</p>	<p>In this lesson, students will read Chapters 15 and 16 of the original or adapted version of <i>The Whipping Boy</i> then describe the impact of events on Prince Brat and Jemmy’s relationship.</p> <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a) ● Provide evidence from texts when producing permanent

		products. (LC.W.4.9)	
Let's Express Our Understanding	<p>What does it mean when the text says, "He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it."?</p> <ul style="list-style-type: none"> • What is Jemmy thinking? 	<p>Discuss what it means when the text says, "He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it."?</p> <ul style="list-style-type: none"> • What is Jemmy thinking? <p>Construct a written response to explain the events in chapters 15 and 16 that have the greatest impact on Jemmy and Prince Brat's relationship.</p>	
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students explain that Jemmy feels bad for the Prince and he is not enjoying it like he thought he would. • Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> • Can students identify that Jemmy feels bad for the Prince and he is not enjoying it like he thought he would. • Can students locate evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Chapter 15 and 16 TDQ notetaker handouts • Reading log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version of "The Whipping Boy" • Student Response Modes • Adapting Lesson Plans • Additional support in Diverse Learners Guide specific for Section 08 of Grade 04 of The Whipping Boy • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Literature <p>(LC.RL.4.3a):</p> <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts

			<ul style="list-style-type: none"> ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 31	Modified Lesson Overview
Description	<p>In this lesson, students will read chapters 17 and 18 of <i>The Whipping Boy</i> and continue to describe the impact of events on Prince Brat and Jemmy’s relationship.</p> <p>Students also prepare to write by deepening their understanding of Prince Brat and Jemmy’s changing relationship.</p>	<p>In this lesson, students will read chapters 17 and 18 of the original or adapted version of <i>The Whipping Boy</i> and continue to describe the impact of events on Prince Brat and Jemmy’s relationship.</p> <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let’s Express Our Understanding	<p>Prince Brat experiences many “firsts” in these two chapters.</p> <p>Describe the events that occurred and explain how they have impacted Prince Brat and his relationship with Jemmy.</p>	<p>Prince Brat experiences many “firsts” in these two chapters.</p> <p>Discuss and document the events that occurred and identify how they have impacted Prince Brat and his relationship with Jemmy.</p>
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain that Jemmy was amazed to see the Prince’s reaction to being whipped and his opinion of him is changing? 	<ul style="list-style-type: none"> ● Can students identify that Jemmy was amazed to see the Prince’s reaction to being whipped and his opinion of him is changing?

	<ul style="list-style-type: none"> • Can students provide evidence such as details and examples from the text during a discussion? 	<ul style="list-style-type: none"> • Can students locate evidence such as details and examples from the text during a discussion?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> • Chapter 17 and 18 TDQ notetaker handouts • Reading log • Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> • Conversation stems tool
	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> • Original and adapted version of “The Whipping Boy” • Student Response Modes • Adapting Lesson Plans • Additional support in Diverse Learners Guide specific for Section 08 of Grade 04 of The Whipping Boy • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers 	
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 32		Modified Lesson Overview
Description	<p>In this lesson, students will read chapters 19 and 20 of <i>The Whipping Boy</i> and note the changes in the two main characters and how it affects their relationship.</p> <p>Students also prepare to write by deepening their understanding of Prince Brat and Jemmy’s changing relationship.</p>		<p>In this lesson, students will read chapters 19 and 20 of the original or adapted version of <i>The Whipping Boy</i> and note the changes in the two main characters and how it affects their relationship.</p> <ul style="list-style-type: none"> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a)
Let’s Express Our Understanding	<p>With your group:</p> <ul style="list-style-type: none"> ● Choose one word to describe Jemmy at the end of the book. ● Choose one word to describe Prince Brat at the end of the book. ● Support your answer with at least two details or examples from the text. ● Write your word and evidence on your index card display. 		<ul style="list-style-type: none"> ● Choose one word to describe Jemmy at the end of the book. ● Choose one word to describe Prince Brat at the end of the book. ● Support your answer with one to two details or examples from the text. ● Document your word and evidence on your index card display.
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the change in both characters and choose character trait words that can be supported with evidence from the story? ● Can students provide evidence such as details and examples from the text during their group discussion? 		<ul style="list-style-type: none"> ● Can students identify the change in both characters and choose character trait words that can be supported with evidence from the story? ● Can students locate evidence such as details and examples from the text during their group discussion?
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		<i>The Whipping Boy</i> by Sid Fleischman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Index cards ● Chapter 19 and 20 TDQ notetaker handouts ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of “The Whipping Boy” ● Student Response Modes ● Adapting Lesson Plans

			<ul style="list-style-type: none"> • Additional support in Diverse Learners Guide specific for Section 08 of Grade 04 of <i>The Whipping Boy</i> • Images, phrases, sentences representing key concepts covered in the lesson • Vocabulary words and student-friendly definitions • Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Section Overview		
Section Number	Section 8	Modified Section Overview
Description	The Whipping Boy	This section is optional
Assessment	Students will actively participate in a socratic seminar to determine the theme of <i>The Whipping Boy</i> .	

	<p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i> by conducting a socratic seminar. This prepares students to analyze how a Prince Brat and Jemmy’s relationship reveal the theme of the story.</p> <p>Students also demonstrate their ability to come prepare. This prepares students to write a literary analysis.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze how the feudal system affects the relationship between Prince Brat and Jemmy? • How well does the student analyze the shifting roles between Prince Brat and Jemmy and when these shifts take place? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> • How well does the student analyze relationships among the details of a text and how they develop ideas? • How well does the student follow the outlined norms of a socratic seminar? 		
Section Length	3 lessons	0 lessons	
Additional Supports for Diverse Learners	<p><u>Before the Section:</u></p> <p>Support for Reading Fluency</p> <ul style="list-style-type: none"> • Fluency Task <ul style="list-style-type: none"> ○ Excerpt from <i>Mozart</i> by Thomas Tapper <p>Support for Knowledge Demands</p> <ul style="list-style-type: none"> • Let’s Set the Context video <ul style="list-style-type: none"> ○ “The Middle Ages” 	<p><u>During the Section:</u></p> <p>Support for Language</p> <ul style="list-style-type: none"> • Protocol for Explicitly Teaching Vocabulary 	

	<ul style="list-style-type: none"> ○ “Feudalism in the Middle Ages” ○ “Language of the Middle Ages” 		
	<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>		

Lesson Overview			
Lesson Number	Lesson 33	Modified Lesson Overview	
Description	<p>In this lesson, students will practice determining the theme of texts by examining a story’s characters and events.</p> <p>Students also prepare to write by practicing how to determine the theme of the text.</p>	This lesson is optional	
Let’s Express Our Understanding	What is the underlying message that the author wants to convey?		
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain the theme of the story based on the summary of the plot? ● Can students provide evidence such as details and examples from the text during a class discussion? 		
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Finding theme practice chart handout ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● Conversation stems tool 	

Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.

Lesson Overview

Lesson Overview			
Lesson Number	Lesson 34		Modified Lesson Overview
Description	In this lesson, students will prepare to write the culminating unit writing task by preparing for and conducting a class socratic seminar.		This lesson is optional
Let's Express Our Understanding	With your partner, gather evidence to prepare for discussion using the socratic seminar discussion organizer. Be sure to use the materials and texts that we have gathered to help you prepare.		
Lesson Look-Fors	<ul style="list-style-type: none"> • Can students work with a peer in order to prepare for the socratic seminar? • Can students provide evidence such as details and examples from the text during a socratic discussion? 		
Text(s)	All unit texts		
Materials	Lesson Materials: <ul style="list-style-type: none"> • All lesson notetaker handouts • All reading log entries • Socratic seminar discussion organizer handout • Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> • Conversation stems tool 	
	Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports		

	During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.
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Lesson Overview		
Lesson Number	Lesson 35	
Description	Modified Lesson Overview	
Description	<p>In this lesson, students will engage in collaborative discussions to determine the theme of <i>The Whipping Boy</i>.</p> <p>Students also prepare to write by determining the theme of the text.</p>	
Let's Express Our Understanding	Students will actively participate in a socratic seminar to determine the theme of <i>The Whipping Boy</i> .	
Lesson Look-Fors	Can students provide evidence such as details and examples from the text during a discussion?	
Text(s)	All unit texts	
Materials	Lesson Materials: <ul style="list-style-type: none"> ● completed socratic seminar discussion organizer handout ● Teacher Talk Moves 	Possible Supports During the Lesson: <ul style="list-style-type: none"> ● Conversation stems tool
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>		

Section Overview

Section Overview		
Section Number	Section 9	Modified Section Overview
Description	The Whipping Boy	The Whipping Boy
Assessment	<p>Students will publish the final draft of their Culminating Writing Task.</p> <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i> reveal the theme of the text.</p> <p>Students also demonstrate their ability to introduce a topic clearly, develop the topic, link ideas, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student analyze the interactions and relationship between Jemmy and Prince Brat? ● How well does the student identify the theme of <i>The Whipping Boy</i> as friendship is defined through a person's feelings and actions and not by their wealth or social status? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> ● How well does the student integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations? 	<p>Students create a permanent product discussing how Jemmy and Prince Brat and their relationship change over the course of <i>The Whipping Boy</i> and how that develops the theme of the novel? To address this question, students will:</p> <ul style="list-style-type: none"> ● Describe how the relationship between Jemmy and Prince Brat changes over the course of <i>The Whipping Boy</i>. ● Identify what leads to those changes (e.g., the changes are the result of power changes between Jemmy and Prince Brat, the result of something that Jemmy or Prince Brat experience, or the result of a change in the way Jemmy or Prince Brat acts). ● Examine the importance of those changes. ● Identify a topic of the <i>The Whipping Boy</i> (e.g., friendship, adventure, power). ● Identify what the author wants to teach the reader about the topic based on the experiences of Jemmy and Prince Brat. <p>Your permanent product will make a claim, support the claim with reasons and evidence from the text, and include a conclusion.</p>

	<ul style="list-style-type: none"> How well does the student use knowledge of language and its conventions when writing? 	<ul style="list-style-type: none"> Determine the theme of a story, drama, or poem; refer to text to support the answer. (LC.RL.4.2b) Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a) <p>Culminating task connections: Students demonstrate their understanding of the motivations of and interactions between two characters in <i>The Whipping Boy</i> reveal the theme of the text.</p> <p>Students also demonstrate their ability to introduce a topic clearly, develop the topic, link ideas, and use conventions to produce clear writing.</p> <p>Reading/Knowledge Look Fors:</p> <ul style="list-style-type: none"> How well does the student identify the interactions and relationship between Jemmy and Prince Brat? How well does the student identify the theme of <i>The Whipping Boy</i> as friendship is defined through a person's feelings and actions and not by their wealth or social status? <p>Writing/ELA Skill Look Fors:</p> <ul style="list-style-type: none"> How well does the student select quoted text while maintaining the flow of ideas to develop and support arguments, analyses, or explanations? How well does the student use knowledge of language and its conventions when writing?
Section Length	3 lessons	3 lessons
Additional Supports for Diverse Learners		<p>Additional Supports for SWSCDs</p> <ul style="list-style-type: none"> Original and adapted versions of <i>The Whipping Boy</i>

			<ul style="list-style-type: none"> ● Louisiana Connectors ● Essential Elements Cards - Grades 3-5 Literature ● Student Response Modes - ELA ● Videos (e.g., Let's Set the Context videos) or audio versions of the text. ● IEP Goals ● Assistive Technology ● Additional Supports for Diverse Learners ● English Language Arts Guidebook Reading Support ● Word lists (e.g., passage- or text-specific words and high frequency words) ● Writing rubric/criteria for development and evaluation of a response
<p>The Supports Flow Chart includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction. Teachers should consult this document as needed when implementing each lesson.</p>			

Lesson Overview

Lesson Number	Lesson 36	Modified Lesson Overview
Description	In this lesson, students will engage in planning a multi-paragraph essay to complete the culminating writing task.	<p>In this lesson, students will engage in planning a multi-paragraph essay to complete the culminating writing task.</p> <ul style="list-style-type: none"> ● Determine the theme of a story, drama, or poem; refer to text to support the answer. (LC.RL.4.2b) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a) ● With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm

		topics, select a topic, gather information, create a draft). (LC.W.4.5a)	
Let's Express Our Understanding	Using the text and your unit notes, write a first draft to answer the writing prompt. Explain how Jemmy, Prince Brat , and their relationship have changed over the course of the text. Determine the theme of The Whipping Boy and support your answer with evidence.	Using the text and your unit notes, construct a first draft to answer the writing prompt. <ul style="list-style-type: none"> ● Explain how Jemmy, Prince Brat , and their relationship have changed over the course of the text. ● Determine the theme of The Whipping Boy and support your answer with evidence. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students explain how Jemmy, Prince Brat , and their relationship have changed over the course of the text? ● Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> ● Can students identify how Jemmy, Prince Brat, and their relationship have changed over the course of the text? ● Can students locate evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● All unit notetakers ● Reading log ● Socratic seminar discussion organizer handout and discussion notes ● Copy of the culminating writing task and first draft paper ● Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> ● shared writing ● Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> ● Original and adapted version of “<i>The Whipping Boy</i>” ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature <p>(LC.RL.4.2a):</p> <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input

			<ul style="list-style-type: none"> ○ Highlighted text ○ Simplified text options ○ Errorless learning technique <p><u>(LC.RL.4.3a):</u></p> <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 37	Modified Lesson Overview
Description	<p>In this lesson, students will engage in planning a multi-paragraph essay to complete the culminating writing task.</p>	<p>In this lesson, students will engage in planning a multi-paragraph essay to complete the culminating writing task.</p> <ul style="list-style-type: none"> ● Determine the theme of a story, drama, or poem; refer to text to support the answer. <u>(LC.RL.4.2b)</u> ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). <u>(LC.RL.4.3a)</u> ● With guidance and support from peers and adults,

		<p>strengthen permanent products by revising (e.g., review a permanent product, strengthen an informative permanent product by adding a concrete detail). (LC.W.4.5b)</p> <ul style="list-style-type: none"> With guidance and support from peers and adults, edit permanent products for clarity and meaning. (LC.W.4.5c) 	
Let's Express Our Understanding	Review the Culminating Writing Task directions. Review your writing and make sure that you have addressed the prompt fully.	Review the Culminating Writing Task directions. Review your writing and make sure that you have addressed the prompt fully.	
Lesson Look-Fors	<ul style="list-style-type: none"> Can students verify they have addressed the prompt fully as outlined in the Culminating Writing Task directions? Can students accurately explain the theme of <i>The Whipping Boy</i> as friendship is defined through a person's feelings and actions and not by their wealth or social status? Can students provide evidence such as details and examples from the text in their response? 	<ul style="list-style-type: none"> Can students verify they have addressed the prompt fully as outlined in the Culminating Writing Task directions? Can students accurately identify the theme of <i>The Whipping Boy</i> as friendship is defined through a person's feelings and actions and not by their wealth or social status? Can students provide evidence such as details and examples from the text in their response? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman	<i>The Whipping Boy</i> by Sid Fleischman	
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> Highlighter Ink pen A writing rubric for the culminating task A first draft Teacher Talk Moves 	<p>Possible Supports During the Lesson:</p> <ul style="list-style-type: none"> shared writing Conversation stems tool 	<p>Additional Supports for SWSCDs:</p> <ul style="list-style-type: none"> Original and adapted version of "<i>The Whipping Boy</i>" Student Response Modes Adapting Lesson Plans Additional support in Diverse Learners Guide Images, phrases, sentences representing key concepts covered in the lesson Vocabulary words and student-friendly definitions Essential Elements Cards—Grades 3-5 Literature

			<p>(LC.RL.4.2a):</p> <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input ○ Highlighted text ○ Simplified text options ○ Errorless learning techniques <p>(LC.RL.4.3a):</p> <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers Simpler or shorter text of the same story with the same key events or details
<p>Note it is expected that educators will work from left to right and utilize the information in Lesson Materials and Possible Supports During the Lesson sections in the left-hand column in addition to the additional supports for SWSCDs to the right.</p>			

Lesson Overview		
Lesson Number	Lesson 38	
Description	In this lesson, students will publish their final culminating writing.	In this lesson, students will publish their final culminating

			<p>writing.</p> <ul style="list-style-type: none"> ● Determine the theme of a story, drama, or poem; refer to text to support the answer. (LC.RL.4.2b) ● Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). (LC.RL.4.3a) ● With guidance and support from adults, use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on permanent products). (LC.W.4.6)
Let's Express Our Understanding	<p>Publish a final draft. Ensure you:</p> <ul style="list-style-type: none"> ● Have discussed the changes seen in Prince Brat, Jemmy, and their relationship. ● Determined the theme and supported it with details from the text. ● Use grade-appropriate grammar and language. 	<p>Publish a final draft. Ensure you:</p> <ul style="list-style-type: none"> ● Have discussed the changes seen in Prince Brat, Jemmy, and their relationship. ● Determined the theme and supported it with details from the text. ● Use grade-appropriate grammar and language. 	
Lesson Look-Fors	<ul style="list-style-type: none"> ● Can students accurately explain the theme of <i>The Whipping Boy</i> as friendship is defined through a person's feelings and actions and not by their wealth or social status? ● Can students provide evidence such as details and examples from the text in their response? ● Can students use grade appropriate grammar and language? 	<ul style="list-style-type: none"> ● Can students accurately identify the theme of <i>The Whipping Boy</i> as friendship is defined through a person's feelings and actions and not by their wealth or social status? ● Can students locate evidence such as details and examples from the text in their response? ● Can students use grade appropriate grammar and language? 	
Text(s)	<i>The Whipping Boy</i> by Sid Fleischman		<i>The Whipping Boy</i> by Sid Fleischman
Materials	<p>Lesson Materials:</p> <ul style="list-style-type: none"> ● Revised and edited 	<p>Possible Supports During the Lesson:</p>	<p>Additional Supports for SWSCDs:</p>

	<p>written copy of the Culminating Writing Task.</p> <ul style="list-style-type: none"> ● Final draft paper or access to technology to publish writing. ● Teacher Talk Moves 	<ul style="list-style-type: none"> ● Conversation stems tool 	<ul style="list-style-type: none"> ● Original and adapted version of “<i>The Whipping Boy</i>” ● Student Response Modes ● Adapting Lesson Plans ● Additional support in Diverse Learners Guide ● Images, phrases, sentences representing key concepts covered in the lesson ● Vocabulary words and student-friendly definitions ● Essential Elements Cards—Grades 3-5 Literature (LC.RL.4.2b): <ul style="list-style-type: none"> ○ Story map graphic organizer ○ Blank storyboards ○ Pre-drawn storyboard to use for sorting ○ Picture representations describing the possible details of the specific story ○ Cloze notes with picture supports for text and students input ○ Highlighted text ○ Simplified text options ○ Errorless learning techniques ● (LC.RL.4.3a): <ul style="list-style-type: none"> ○ Graphic organizers (Web) ○ Interactive whiteboard and/or chart paper ○ Read aloud texts ○ Content delivered using multimedia (e.g., book, storyboard, video, computer, etc.) ○ Prepared objects, pictures, words, sentence strips, or recorded communication supports to provide access to content and facilitate responding ○ Dichotomous questions that allow for making a choice of correct versus incorrect answers ○ Simpler or shorter text of the same story with the same key events or details
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