BCSCR

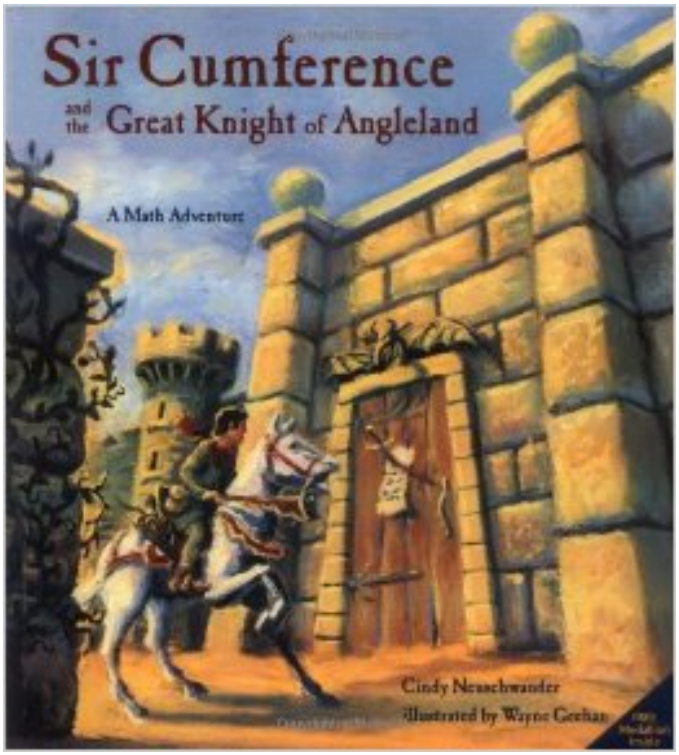
Building Communities that Support Children's Reading

Texas

Sir Cumference and the Great Knight of Angleland

By Cindy Neuschwander

RL 4.2



4th Grade- Informational Book

This grant is managed by
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http://threeriverseducationfoundation.org
505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401

The book sets with the BCSCR program are designed with differentiation in mind. First of all, the fiction and informational books have been paired to compliment each other and chosen for low, average, and high readers that exist in classrooms. Next, the books have been put into two major themes: "Blast into the Past, and Exciting Excursion" to help with thematic units. Finally, the activities are scaffolded and address multiple learning styles and preferences while addressing the standards that each state in the program requires.

Please contact the curriculum specialists that created these units if you have any content questions or comments.

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4th	**Blast into the Past - Fiction**	**Blast into the Past - Informational**
3.2	Oh Say, I Can't See	George Washington's Teeth
3.9	The Whipping Boy	Bullies are a Pain in the Brain
5.1	Traitors Gate	Sir Cumference and the Isle of Immetter
5th		
4.5	Number the Stars	Candy Bomber
5.3	Bull Run	You Wouldn't Want to Be a Nurse in the Am. Civil War
5.6	Julie of the Wolves	Alaska
6th		
4.7	Al Capone Does My Shirts	You Wouldn't Want to Be a Chicago Gangster
5.3	Snow Treasure	War Dogs
6.2	Door in the Wall	Castles

4th	**Exciting Excursions - Fiction**	**Exciting Excursions - Informational**
3.3	97 Ways to Train a Dragon	Sir Cumference and Great Knight of Angleland
3.9	Because of Winn Dixie	What's for Dinner
4.7	From MUF of Mrs. BEF	Turn of the Century
5th		
4.4	The 13th Floor	Sea Queens
4.9	Jeremy Thatcher, Dragon Hatcher	Sir Cumference and Dragon of Pi
5.3	The Cay	Ouch
6th		
5	Mr. Tuckett	Get the Scoop on Animal Poop
5.3	The True Confessions of CD	26 Women who Changed the World
6.8	The 21 Balloons	Sir Cumference and the Vikings Map

Contents

- Synopsis of book
- Vocabulary list
- Notepad
- High level questions
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- Writing rubrics

Synopsis

Sir Cumference and the Great Knight of Angleland

Radius is on a quest to earn his knighthood! With only a circular medallion, a mysterious poem, and his own wits to guide him, he must find and rescue a missing king.

Vocabulary

Sir Cumference and the Great Knight of Angleland

Maze - a series of complicated or confusing passages meant to be a puzzle; a labyrinth

Parchment - paper or writing material made from, or made to look as if from dried animal skins

Squire - a young nobleman ranked just below a knight; a shield-bearer or armor-bearer who attends a knight; a man who escorts a woman, usually for aid or protection

Labyrinth - a place that has many confusing paths or passages: MAZE

Quest - a journey made in search of something

Gleefully - a strong feeling of happiness: great pleasure or satisfaction

Medallion - a large medal**:** a decoration that is shaped like a large medal

Cautiously - careful about avoiding danger or risk

Scuttled - to move quickly and with short steps

Inferno - a very large and dangerous fire

Raspy - having a rough, harsh sound

Name:_____

Notepad

Sir Cumference and the Great Knight of Angleland

Main Ideas	**Details**
Characters	
Problems	

Math Concepts	
Draw Radius's medallion	

High Level Questions

Sir Cumference and the Great Knight of Angleland

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. What relationships do you see between the characters' names and math terms?

2. What different motives does Radius have for going on his quest?

3. Why did Radius name angles smaller than 90 degrees acute?

4. Where in your classroom can you find examples of obtuse and acute angles?

5. What were some of the problem solving strategies Radius used on his quest to free King Lell?

6. Imagine you are a villager on page 10 and 11. Describe what your life is like.

7. What is your favorite illustration and why?

8. What questions would you ask King Lell if you met him?

9. What kind of a challenge or quest have you experienced in your life?

10. What emotions does Radius exhibit throughout the book?

Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

Choice Board

Sir Cumference and the Great Knight of Angleland

With others, create and perform a play covering one of the scenes in the book.	Describe in a tweet (140 characters or less) what you learned about angles from this book.	Paint a picture putting yourself in the story.
Create a Venn Diagram comparing the Lell dragons with those in the book 97 Ways to Train a Dragon.	Write 10 questions that can be answered from the book.	Describe how the illustrations compliment the text throughout the book.
Create a conversation between King Lell and Radius.	Fill in the “It’s All in a Name” table explaining the relationship between characters and mathematics.	Draw a timeline about events on Radius’ quest to become a knight

It's all in a Name

Sir Cumference and the Great Knight of Angleland

Character	Role in Story	Relationship to Math

Choice Board

Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role, audience, format,* and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.

RAFT Matrix

Sir Cumference and the Great Knight of Angleland

Role	Audience	Format	Topic
Sir D'Grees	Radius	Set of instructions	Why angles are important in archery
Radius' Medallion	Compass	Speech	Why I'm better than you
Acute Angle	Obtuse Angle	Love Letter	Why we belong together
King Lell	Radius' Parents	Formal Decree	How your son became a knight

RAFT Matrix Rubric

STUDENT NAME:_____**NOVEL:**_____

Accuracy Information is accurate and supported with specific details from the novel.	5	4	3	2	1
	Comments:				
Role The writing is credible in the role assigned.	5	4	3	2	1
	Comments:				
Format The proper format was used.	5	4	3	2	1
	Comments:				
Conventions The writing had no errors in grammar, punctuation, capitalization, or spelling.	5	4	3	2	1
	Comments:				
Creativity Writing shows imagination and originality.	5	4	3	2	1
	Comments:				

Assessment Guide
5 = Above and Beyond
4 = Meeting Standard
3 = Working to Standard
2 = Developing
1 = Incomplete

RAFT Matrix

_____

Role	Audience	Format	Topic

College & Career Readiness

Sir Cumference and the Great Knight of Angleland

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. The extensions and enrichment topics in this section compliment the topic of this book and provides educators choices of technology-based career information and a range of extracurricular and enrichment opportunities to nurture interests and a sense of place in our world.

Kid friendly writing rubrics and checklists address Grades 3-6
http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/

Background on Mathematics

http://www.math-exercises-for-kids.com/

http://www.coolmath4kids.com/

Careers in Mathematics

http://kids.usa.gov/teens/jobs/a-z-list/index.shtml

http://www.coolmath.com/careers

Video

https://www.youtube.com/watch?v=72sSvz8wTj4

https://www.youtube.com/results?search_query=video+on+mathematics+for+kids

Learn About Mathematicians

Summary

Quick Facts: Mathematicians	
2012 Median Pay	$101,360 per year $48.73 per hour
Entry-Level Education	Master's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2012	3,500
Job Outlook, 2012-22	23% (Much faster than average)
Employment Change, 2012-22	800

What Mathematicians Do

Mathematicians use advanced mathematics to develop and understand mathematical principles, analyze data, and solve real-world problems.

Work Environment

Mathematicians work in the federal government and in private science and engineering research companies. They may work on teams with engineers, scientists, and other professionals.

How to Become a Mathematician

Mathematicians typically need a master's degree in mathematics. However, there are some positions available for those with a bachelor's degree.

Pay

The median annual wage for mathematicians was $101,360 in May 2012.

Job Outlook

Employment of mathematicians is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. Businesses will need mathematicians to analyze the increasing volume of digital and electronic data.

Duties

Mathematicians typically do the following:

- Expand knowledge in mathematical areas, such as algebra or geometry, by developing new rules, theories, and concepts
- Use mathematical formulas and models to prove or disprove theories
- Apply mathematical theories and techniques to solve practical problems in business, engineering, the sciences, or other fields
- Develop mathematical or statistical models to analyze data
- Interpret data and report conclusions from their analyses
- Use data analysis to support and improve business decisions
- Read professional journals, talk with other mathematicians, and attend professional conferences to maintain knowledge of current trends

What Do Engineers Do?

Engineers are creative problem-solvers who aim to improve the world, increase productivity, and help people live better lives. They apply math and science principles to design everything from 3-D televisions to bionic body parts to hybrid cars. Just imagine how many engineers worked to improve airplanes so that they can carry up to 800 people—or, how many engineers created the Kingda Ka roller coaster that travels at 128 miles per hour! Engineers not only work on exciting projects, but are also part of a growing field with above-average salaries. Imagine Engineering gives you an overview of some of the common types of engineers and their job duties—but this is just the beginning. You'll also find profiles of women engineers, tips and advice, and Web sites where you can learn more.

Where in the World?

Research Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading **Comprehension of Key Ideas and Details**	The student response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective** textual evidence.	The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis and supporting the analysis with **adequate** textual evidence.	The student response demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence.	The student response demonstrates **no comprehension** of ideas by providing **inaccurate or no** analysis and **little to no** textual evidence.
Writing **Written Expression**	The student response • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task by using **clear** reasoning and **relevant, text-based** evidence; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **some** development of the topic that is **generally appropriate** to the task by using reasoning and **relevant, text-based** evidence; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task by using **limited** reasoning and **text-based** evidence; *or* • is a developed, text-based response with **little or no awareness** of the prompt; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • uses language that demonstrates **no clear awareness** of the norms of the discipline.
Writing **Knowledge of Language and Conventions**	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Narrative Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing **Written Expression**	The student response • **is effectively** developed with narrative elements and is **consistently appropriate** to the task; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • use of language demonstrates **no clear awareness** of the norms of the discipline.
Writing **Knowledge of Language and Conventions**	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clea**r.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.