

BCSCR



Building Communities that
Support Children's Reading

Arizona **Ouch!**

By Joe Rhatigan

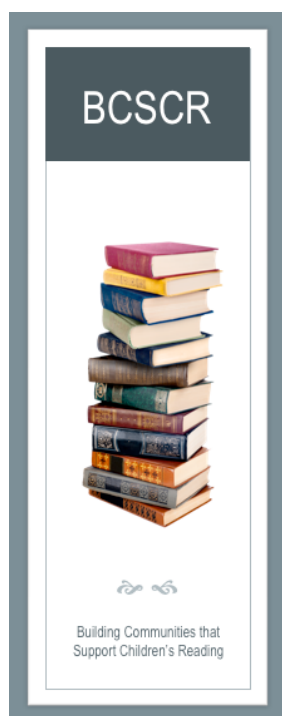
RL 7.6



5th Grade – Informational Book

This grant is managed by
The Three Rivers Education Foundation
<http://threeriverseducationfoundation.org>
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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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Grant award number: S215G140114

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

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- + RAFT Rubric
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- + Writing rubrics



Synopsis

Ouch!

Ouch! Comforts hurting kids by explaining the ways they get injured and sick, how their bodies work, and what parents and doctors can do to fix it. It covers all the familiar childhood ailments- upset stomachs, sore throats, earaches, allergies, and infections.

Arizona's College and Career Ready Standards

These are the main Arizona English Language Arts Standards addressed by the activities in this module.

5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.

5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

5.W. 1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

5.W. 2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

5.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W. 4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5.W. 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.



Vocabulary

Ouch!

Coordinates - to act or work together properly and well

Invaders – to spread over or into (something) in a harmful way

Microscopic - able to be seen only through a microscope : extremely small

Disclaimer - a statement that is meant to prevent an incorrect understanding of something (such as a book, a movie, or an advertisement)

Hormones - a natural substance that is produced in the body and that influences the way the body grows or develops

Pus - a thick, yellowish substance that is produced when a part of the body or a wound becomes infected

Prescribe - to officially tell someone to use (a medicine, therapy, diet, etc.) as a remedy or treatment

Oath - a formal and serious promise to tell the truth or to do something

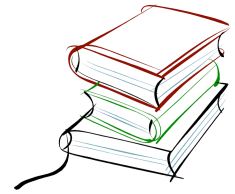
Friction - the act of rubbing one thing against another

Barbed - having a sharp point that sticks out and backward from a larger point

Contagious - able to be passed from one person or animal to another by touching

High Level Questions

Ouch!



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. Choose one of the injuries or infections that you have experienced. Compare what the doctor does in the book to what your doctor did to treat you.
2. Which infection in the book do you think is the most disgusting and explain why?
3. Based on what you now know, how would you explain pinkeye to your friend?
4. What are the differences between bees and wasps?
5. How would you adapt to school if you broke the arm that you write with? List at least 3 things.
6. What would you recommend your friend do if they had the flu?
7. What changes would you make to your school so it would be a healthier place?
8. Compare your skin to a knight's suit of armor.
9. How are bacteria different from a virus?
10. What does the statement "First Do No Harm" mean in the Hippocratic Oath doctors take?



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 the grade level specific Arizona Standards and also 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.

In order to support teachers, the choice boards developed for BSCBR are coded for specific Arizona Reading Standards for Information.



Choice Board

Ouch!

Make a table summarizing the Pain Scale. 5.RI.1	Create a Venn Diagram comparing any two injuries In the book. 5.RI.3	Give a 2-minute oral presentation on how the author uses humor to support the text. 5.RI.8
Write a newspaper article convincing someone to read this book. 5.RI.1	Complete the table "What I Can Do to Prevent...." 5.RI.3	Design a poster about one of the topics in the book. 5.RI.8
Pantomime different symptoms from the book and have the class guess what they are. 5.RI.1	Using information from the book, act out a scene with a friend. One of you plays a doctor and the other a patient. 5.RI.3	Compose a PowerPoint about weird and wild information about your body. 5.RI.8



Table

What I Can Do to Prevent.....

Problem	Actions I can take
Splinters	
Burns	
Broken Bones	
Sprains	

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 scaffolded and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix

Ouch!

Role	Audience	Format	Topic
Doctor	Bacteria	Memo	Get out of that body!
Skin	Rash	Complaint Letter	Help, I need to scratch
Sneeze	Kleenex	Job description	How to get all the snot
Head	Slurpee	Instructions	How to prevent brain freeze

RAFT Matrix Rubric



STUDENT NAME: _____ **NOVEL:** _____

Accuracy
Information is accurate and supported with specific details from the novel.

Comments:

Role
The writing is credible in the role assigned.

Comments:

Format
The proper format was used.

Comments:

Conventions
The writing had no errors in grammar, punctuation, capitalization, or spelling.

Comments:

Creativity
Writing shows imagination and originality.

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 Ouch!

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 Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on Medical Careers

<http://kids.usa.gov/index.shtml>

<http://www.nlm.nih.gov/services/medicaled.html>

<http://www.wikihow.com/Become-a-Doctor>

<http://www.learnhowtobecome.org/nurse/>

Video

<https://www.youtube.com/watch?v=5yP0Cn-u7pg>

<https://www.youtube.com/watch?v=XVvm2nc-FIU>

Do You Want to Become a Doctor?

It's easy to say that **you want to be a doctor**. But the process of becoming one is lengthy, expensive and extremely challenging. Once you've learned about the **different types of doctors**, and picked the field that interests you most, you can look into the specific training and education you'll need.

While we can't cover every type of doctor in this article, we'll give you a general idea of what you can expect from **education, training and costs**.

Education

High School: The road to becoming a doctor begins with high school. Take 4 full years of **biology, chemist, physics and math** (including calculus). These are important prerequisites for getting into college, so **make sure you get good grades**. Also, experience is invaluable. Volunteer at your local hospital or doctor's office in order to get your required volunteer hours.

College: Post-secondary is a whole new ballgame. You're looking at **3 to 4 years of college** in which you must earn a **bachelor's degree**. Study biology, English and chemistry, and make sure that your grade point average stays above 3.5.

Medical School: Next you'll have to score well on the **MCAT** (Medical College Admission Test) before applying to medical school. **Med school lasts about 4 years**. But the learning doesn't stop there.

Training

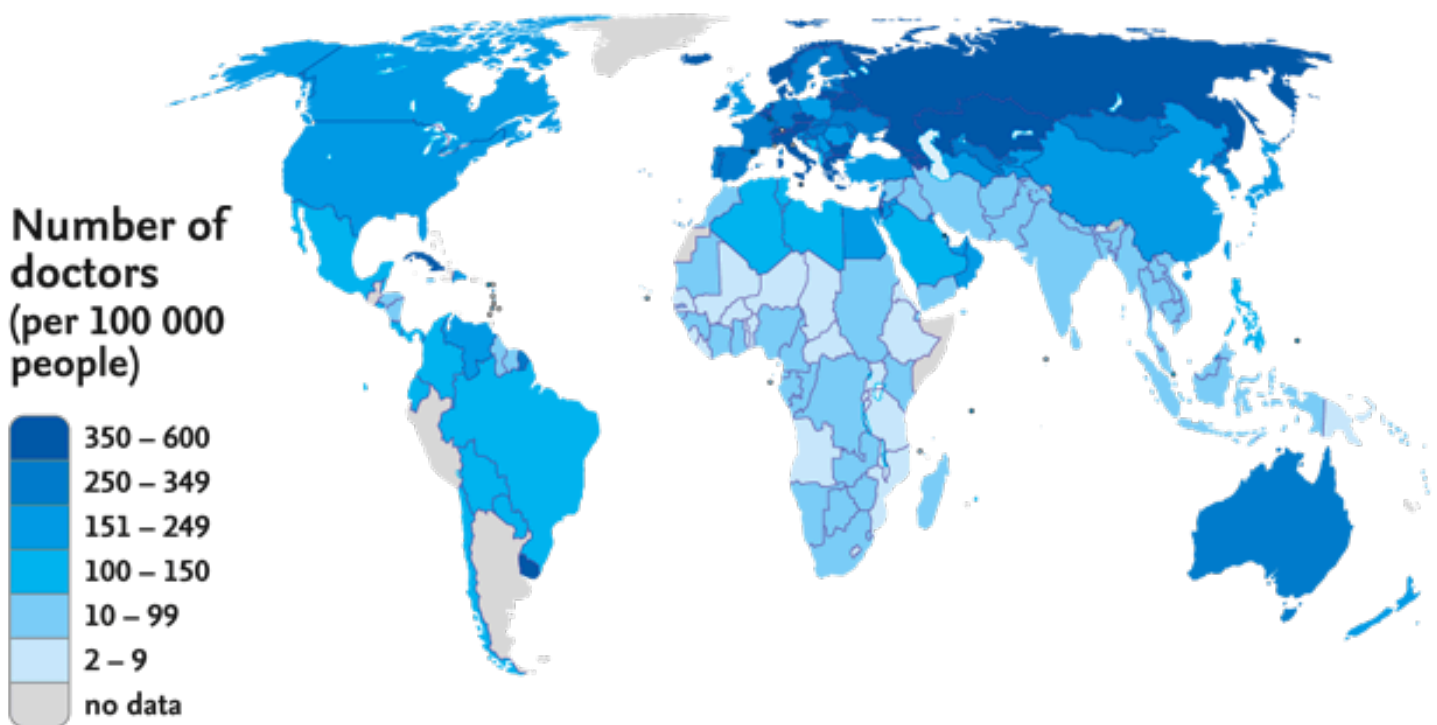
After you complete medical school, you'll begin your **residency** (or internship) which lasts **upwards of 2 years**. Here you'll focus on a specialty and **work with patients**, but not as a full-fledged doctor (similar to the characters on **Grey's Anatomy**). After your residency, you can get a licence and open your own practice.

Costs

Becoming a doctor is not cheap. Depending on your location and specialty, medical school alone can cost between **\$50,000 and \$150,000**, and that's only tuition. Textbooks, housing, meals, equipment and fees are added expense

Quick Facts: Physicians and Surgeons	
2012 Median Pay	This wage is equal to or greater than \$187,200 per year or \$90.00 per hour.
Entry-Level Education	Doctoral or professional degree
Work Experience in a Related Occupation	None
On-the-job Training	Internship/residency
Number of Jobs, 2012	691,400
Job Outlook, 2012-22	18% (Faster than average)
Employment Change, 2012-22	123,300

Where in the World?

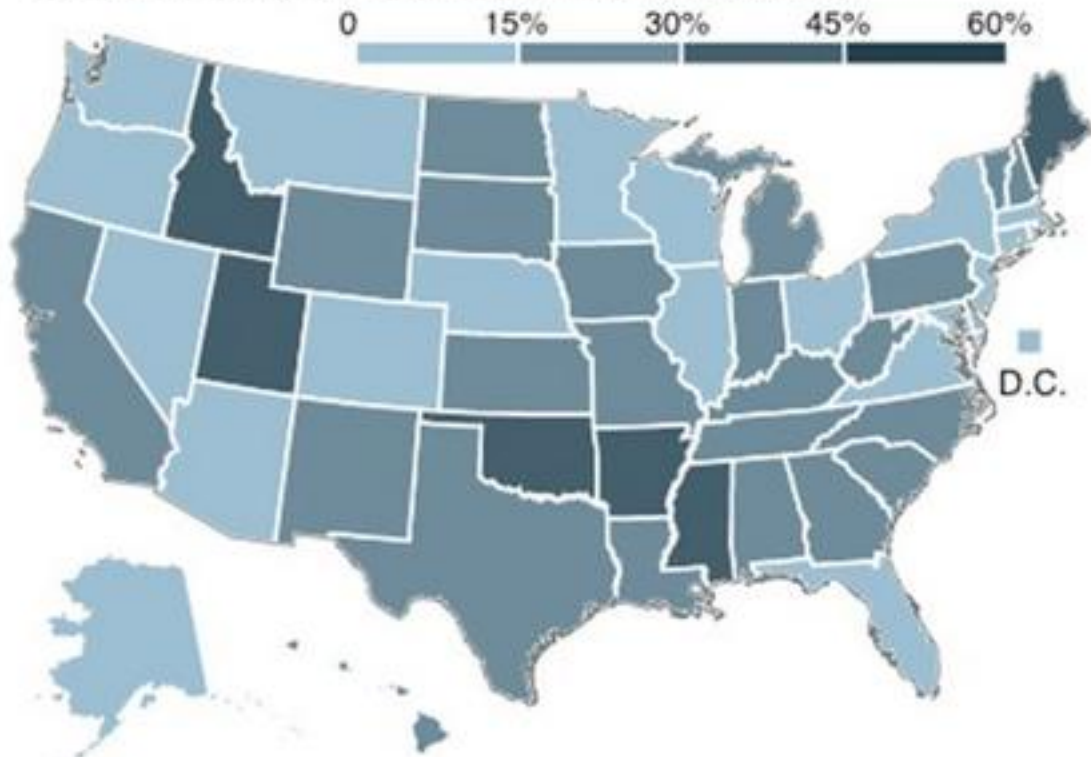


Pediatricians in short supply

Mississippi had the highest proportion of children in regions with a low supply of children's doctors at 44 percent. Next worst off were Arkansas, Oklahoma, Maine and Idaho.

Children in low physician regions by percent, 2006

Defined as having more than 3000 children per physician



SOURCE: American Academy of Pediatrics

AP

Research Task 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 clear .	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 Task 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 clear.	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.