

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 1)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a personal narrative and identify different genres of narrative text.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RI.2, CC.5.RF.3, CC.5.RF.4, CC.5.SL.1, CC.5.SL.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify and analyze the characteristics of narrative text</li> <li>• Understand the different types of genres of narrative text.</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Spell correctly words with closed syllables with short vowel patterns</li> <li>• Use complete sentences and recognize sentence fragments</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Personal Narrative) T28-T29 <u>A Little Coaching</u>. Ask students' comprehension questions T29.</li> <li>• Introduce theme of Narrative texts, using Transparency R5. Let students know that literary text falls into two categories: expository text and narrative text. One gives information and one tells a story.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Have students use the list of narrative forms to determine which text you are describing (examples on TE pg. 61)</li> <li>• Decoding/Word Attack: review what a syllable is. Give students words like slipper, and figured. Have them determine how many syllables are in the word.</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Introduce complete sentences using Transparency LA2. Determine if the statement is a sentence or a fragment.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Practice Page 4, Grammar Page 1</li> <li>• Transparency R5, LA2</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 4, Grammar pg. 1</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Characters in movies or books often accomplish something important or difficult. Think of a character that has succeeded at something important or difficult. Write a paragraph that describes such a character.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Practice page 1</p>

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 2)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will read a story and recall the stories plot events, conflict, and resolution of the story.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.4, CC.5.SL.2, CC.5.SL.3</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Recognize plot events, conflict and resolution in a story.</li> <li>• Understand how conflicts are resolved in a story.</li> <li>• Use story structure to identify key events.</li> <li>• Identify the distinguishing characteristics of realistic fiction.</li> <li>• Identify and analyze the characteristics of different genres of narrative text</li> <li>•</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary information.</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Introduce Theme: Plot/Conflict/Resolution: Remind students that</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> </ul>

	<p>every story has a story structure (characters, setting, plot, conflict, resolution). Read SE page 22-23 with class. Show students Transparency R2 on story structure. Let students know they are going to refer back to this chart after reading our selection.</p> <ul style="list-style-type: none"> <li>• Introduce Robust Vocabulary: TE page 35, SE page 24</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Have students turn to page SE26. Begin reading story <u>Rope Burn</u> aloud. Monitor comprehension throughout story. Use TE to ask questions. Work through practice book pages 1-2 together.</li> <li>• Spelling: Word sort (transparency LA1) Work through spelling practice page 4 together (displayed on overhead or board)</li> <li>• Grammar: Use transparency LA3 to review complete sentences or fragments</li> <li>• Complete independent work</li> </ul>	<p>Practice Page 1-2</p> <ul style="list-style-type: none"> <li>• Transparency R2, LA1, LA3</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity:  (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 3-4</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has a friendship he or she values. Think of a friend that means a lot to you. Then write a paragraph that describes your friend and tell why the friendship is important to you.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice page 4</p>

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 3)  
Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different stories, and identify the main idea, problem and solution to both stories.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.4, CC.5.SL.2, CC.5.SL.3, CC.5.W.3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize plot events, conflict and resolution in a story.</li> <li>• Understand how conflicts are resolved in a story.</li> <li>• Use story structure to identify key events.</li> <li>• Read and understand a variety of nonfiction texts</li> <li>• Recognize the purpose of text features in magazine articles</li> <li>• Extend meanings of words in context</li> <li>• Use voice and word choice appropriate to writing personal narratives</li> <li>• Brainstorm ideas for a personal narrative</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Review Robust Vocabulary: TE65 extending word meanings</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Read the magazine article: <u>Tree Houses for Everyone</u>. Identify the problem and solution, and the main idea in the article.</li> <li>• Compare and contrast the magazine article to the previously read story <u>Rope Burn</u>. Use SE page 44 as a guide.</li> <li>• Spelling: review spelling words</li> <li>• Writing: Author’s personality; explain that it is important for a writer to express a personal voice, or personality to make their writing unique. Use transparency LA4 as a guide.</li> <li>• Read SE pages 46-47 on Personal Narratives. Remind students that the story “A Little Coaching” was a personal narrative. Let students know that we are going to begin working on our own personal narratives on a topic of their choice.</li> <li>• Complete independent work: Pick an experience that was really memorable. Focus on a challenge or lesson learned and record ideas.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Practice Page</li> <li>• Transparency LA4</li> <li>• Writing rubric</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Brain storm ideas for personal narrative</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: James is a character in the story “Rope Burn”. Think about James’s words and actions in the story. Then use details from the story to write a paragraph that describes James.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice page 4</p>

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 4)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will use prewriting skills to develop their own personal narratives.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.4, CC.5.SL.2, CC.5.SL.3, CC.5.W.3, CC.5.W.5</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize plot events, conflict and resolution in a story.</li> <li>• Understand how conflicts are resolved in a story.</li> <li>• Use story structure to identify key events.</li> <li>• Read and understand a variety of nonfiction texts</li> <li>• Recognize the purpose of text features in magazine articles</li> <li>• Use word relationships to determine meaning</li> <li>• Use voice and word choice appropriate to writing personal narratives</li> <li>• Use a graphic organizer to plan a personal narrative</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary information.</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Review Robust Vocabulary: TE65 Cumulative Review</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> </ul>

	<p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Reread <u>Rope Burn</u> and review story structure</li> <li>• Spelling: review spelling words for assessment</li> <li>• Writing: Display Transparency LA5. Read the paragraph aloud and ask students to share their conclusions about the writer's personality. Complete the chart together on character description.</li> <li>• Remind students that we are working on our own personal narratives. Introduce how to use a graphic organizer to help prewrite a story. Show students transparency LA7. Use is to model organizing information in a graphic organizer.</li> <li>• Complete independent work: Students complete the graphic organizer for their memorable experience they came up with in the previous day's lesson.</li> </ul>	<p>Practice Page</p> <ul style="list-style-type: none"> <li>• Transparency LA5, LA7</li> <li>• Writing rubric</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: prewriting with a graphic organizer for personal narrative Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Many people have special talents or skills. Think about someone you know who has a special talent or skill. Write a paragraph that describes that person.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice page 6, study for spelling/ vocab. test</p>

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 5)  
Fifth Grade**

<p>Overview and Purpose: Students will use prewriting skills to develop their own personal narratives.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.4, CC.5.SL.2, CC.5.SL.3, CC.5.W.3, CC.5.W.4, CC.5.W.5</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize plot events, conflict and resolution in a story.</li> <li>• Understand how conflicts are resolved in a story.</li> <li>• Use story structure to identify key events.</li> <li>• Read and understand a variety of nonfiction texts</li> <li>• Recognize the purpose of text features in magazine articles</li> <li>• Use word relationships to determine meaning</li> <li>• Use voice and word choice appropriate to writing personal narratives</li> <li>• Write an effective personal narrative from a graphic organizer</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Spelling and Vocabulary Assessment (use TE67 for dictation sentences)</li> <li>• Choral read <u>Rope Burn</u> and discuss the comparisons between that story and the magazine article.</li> <li>• Grammar: Discuss what declarative sentences are (ends with a period) and what interrogative sentences are (ends with a question mark). Remind students that every sentence has to have punctuation and that end marks tell us what type of sentence it is.</li> <li>• Writing: Remind students that we are working on our own personal narratives. Have students take out their graphic organizers from previous day. Display transparency LA8 and read/discuss. Let students begin drafting the personal narratives by writing a beginning that clearly states the conflict and grabs the reader’s attention. Remind students that it should be told in first person.</li> <li>• Complete independent work: beginning a narrative, partner read the story <u>Rope Burn</u></li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Grammar 3/6</li> <li>• Transparency LA8</li> <li>• Writing rubric</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> </ul>	<p>Additional Notes:</p>

	<ul style="list-style-type: none"> <li>Orally</li> <li>Completion of Assignment</li> </ul>	
<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: personal narrative (beginning paragraph)</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>Teacher group: Leveled readers</li> <li>Writing prompt: Many people have had teachers who cared about their students. Think of a teacher you know who cares about students. Write a paragraph that describes that teacher.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>time for intervention</li> <li>extra time to complete assignments</li> <li>small group</li> <li>reread instructions/</li> <li>questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Grammar pages 3,6</p>

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 6)  
Fifth Grade**

<p>Overview and Purpose: Students will use prewriting skills to develop their own personal narratives.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.4, CC.5.SL.2, CC.5.SL.3, CC.5.W.3, CC.5.W.4, CC.5.W.5</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Recognize plot events, conflict and resolution in a story.</li> <li>Understand how conflicts are resolved in a story.</li> <li>Use story structure to identify key events.</li> <li>Read and understand a variety of nonfiction texts</li> <li>Recognize the purpose of text features in magazine articles</li> <li>Use word relationships to determine meaning</li> <li>Use voice and word choice appropriate to writing personal narratives</li> <li>Draft a personal narrative</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>Teachers Guide</li> <li>Student Edition</li> <li>Overhead or Smart board</li> </ul>
<p>Procedure:</p>	<p>Frontal Teaching</p>	<p>Other Resources: (e.g. Web,</p>



(Give and/or demonstrate necessary information.)	<ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review for assessment (grammar, comprehension)</li> <li>• Writing: Remind students that we are working on our own personal narratives. Display transparency LA9 on middle paragraphs. Explain that the middle of the narrative is where writers describe the sequence of events that lead up to the conclusion. Students can use their graphic organizers to help them with their narratives.</li> <li>• Complete independent work: draft the personal narrative</li> </ul>	<p>books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA9</li> <li>• Writing rubric</li> </ul>
Verification: (Steps to check for student understanding.)	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity:  (Describe independent activity to reinforce this lesson)	<p>Independent work: personal narrative (initial draft)</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Grammar review</li> <li>• Partner read stories</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		<p>Homework:</p> <p>Study for assessment</p>

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 7)**

**Fifth Grade**

<p>Overview and Purpose: Students will revise and edit their personal narratives.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.4, CC.5.SL.2, CC.5.SL.3, CC.5.W.3,</p>
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	CC.5.W.4, CC.5.W.5	
Objectives: (Specify skills/information that will be learned.)	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>Recognize plot events, conflict and resolution in a story.</li> <li>Understand how conflicts are resolved in a story.</li> <li>Use story structure to identify key events.</li> <li>Use voice and word choice appropriate to writing personal narratives</li> <li>Revise and proofread a personal narrative</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>Teachers Guide</li> <li>Student Edition</li> <li>Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	<b>Frontal Teaching</b> <ul style="list-style-type: none"> <li>Question of the Day and Daily Grammar Practice</li> </ul> <b>Guided Instruction</b> <ul style="list-style-type: none"> <li>Assessment Lesson 1</li> <li>Writing: Let students know that today they will be adding details and proof reading their narratives to get them ready for the final draft. Display transparency LA10 on adding details. Explain how sometimes writers go back to add descriptive details to their work to make it more interesting and enjoyable. Read the example on LA10. Give students time to finish or add details if needed.</li> <li>Display LA11 on checking spelling. Remind students that it's important to proofread their revised drafts for errors in spelling before making a final copy. Have students proofread and correct any spelling errors.</li> <li>Complete independent work: revise/proofread personal narratives</li> </ul>	<b>Other Resources:</b> (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>Student Resources –</li> <li>Transparency LA10, 11</li> <li>Writing rubric</li> </ul>
Verification: (Steps to check for student understanding.)	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Visually</li> <li>Orally</li> <li>Completion of Assignment</li> </ul>	<b>Additional Notes:</b>
Activity: (Describe independent activity to reinforce this lesson)	<b>Independent work: personal narrative: revise/editing/proofread</b> <b>Optional Small Group Activities:</b> <ul style="list-style-type: none"> <li>Teacher group: Leveled readers</li> <li>Share personal narratives with a partner</li> </ul>	<b>Special Education/ESL Accommodations:</b> Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>time for intervention</li> <li>extra time to complete assignments</li> <li>small group</li> </ul>

		<ul style="list-style-type: none"> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ Rope Burn (Theme 1 : Lesson 1 Day 8)  
Fifth Grade**

Overview and Purpose: Students will complete the final drafts of their personal narratives.	Educational Standards Addressed:  CC.5.W.3, CC.5.W.4, CC.5.W.5	
Objectives: (Specify skills/information that will be learned.)	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Use voice and word choice appropriate to writing personal narratives</li> <li>• Self- evaluate a personal narrative</li> <li>• Present the final copy of a personal narrative</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	<b>Frontal Teaching</b> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <b>Guided Instruction</b> <ul style="list-style-type: none"> <li>• Writing: Let students know that today they will be looking at the writing rubric to assess their own drafts before making final copies. Give students time to self-assess.</li> <li>• Allow students to create a final copy of their personal narratives. Students can choose to type or hand- write their copy. Encourage students to draw an illustration of an event in their narratives. Then put their narrative together and prepare to share with the class.</li> <li>• Students can share their personal narrative before turning them in.</li> </ul>	<b>Other Resources: (e.g. Web, books, etc.)</b> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> <li>• Writing rubric</li> </ul>
Verification: (Steps to check for student understanding.)	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity:	Independent work: personal narrative: final copy Optional Small Group Activities:	Special Education/ESL Accommodations: Based on

(Describe independent activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Share personal narratives with a partner</li> </ul>	students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ Line Drive (Theme 1 : Lesson 2 Day 1)  
Fifth Grade**

Overview and Purpose: Students will listen to a biography about a person's life and determine a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.SL.1	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Use strategies to monitor reading comprehension</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Spell correctly words with long vowels and vowel digraphs</li> <li>• Identify and use a variety of sentence types</li> <li>• Correctly punctuate and capitalize sentences and interjections</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	Frontal Teaching <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Biography) T106-107 <u>Babe Didrikson</u>. You can also display the biography on the overhead using transparency R6. Ask students' comprehension questions T107. Explain that a biography is a story about a person's life written by another person. It presents</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R6, LA14</li> </ul>

	<p>events in time order and tells why the person is important.</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Decoding/Word Attack: open syllable patterns and CVCe patterns</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Imperative and Exclamatory sentences; interjections. Introduce the concept using transparency LA14, introducing imperative sentences.</li> <li>• Complete independent work</li> </ul>	
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 9, and complete graphic organizer on read aloud story</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has had to overcome a challenge. Think about a time when you overcame a challenge. Now tell what you did and how you felt about it.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Line Drive (Theme 1 : Lesson 2 Day 2)  
Fifth Grade**

<p>Overview and Purpose: Students will read a story and recall the stories plot events, conflict, and resolution of the story.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.4, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3-4, CC.5.SL.1, CC.5.SL.2, CC.5.W.4</p>
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Use story structure to identify key events</li> <li>• Use strategies for monitoring comprehension</li> <li>• Recognize plot events, conflict, and resolution</li> <li>• Understand how conflicts are resolved in a story</li> <li>• Demonstrate knowledge of word meanings</li> <li>• Demonstrate voice in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Review Plot/Conflict/Resolution: Remind students that every story has a story structure (characters, setting, plot, conflict, resolution). Read SE page 52-53 with class. Show students Transparency R7 on story structure. Let students know they are going to refer back to this chart after reading our selection.</li> <li>• Introduce Robust Vocabulary: TE page 139, transparency R9</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Build background: Why do people play on sports teams? Create a web of student’s responses. Let students know that they will be reading about a girl who wanted to play on a baseball team. Have students turn to page SE56. Begin reading story <u>Line Drive</u> aloud. Monitor comprehension throughout story. Use TE to ask questions. Refer back to the story structure graphic organizer.</li> <li>• Spelling: Use transparency LA13 to sort spelling words into groups by the long vowel sounds</li> <li>• Writing Trait: Autobiographical composition. Use Transparency LA16 to analyze the mentor text from a passage in “Line Drive”.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Practice Page 7-8</li> <li>• Transparency R9, LA13, LA16</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 7-8</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Most people have felt left out of some situation. Think about how Tanya West felt when she had to sit on the bench instead of play baseball. Now describe a time when you could not do something you wanted to do.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> </ul>

		<ul style="list-style-type: none"> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling practice page 8

**Language Arts/ Line Drive (Theme 1 : Lesson 2 Day 3)**

**Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different stories, and identify the main idea, problem and solution to both stories.</p>	<p>Educational Standards Addressed:   CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RL.9, CC.5.RI.2, CC.5.RI.4, CC.5.RI.5, CC.5.RF.3-4, CC.5.SL.1, CC.5.SL.2, CC.5.L.1-4</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Use story structure to identify key events</li> <li>• Use strategies for monitoring comprehension</li> <li>• Recognize plot events, conflict, and resolution</li> <li>• Understand how conflicts are resolved in a story</li> <li>• Read and understand a variety of literary texts</li> <li>• Recognize the distinguishing features of a poem</li> <li>• Demonstrate knowledge of word meanings</li> <li>• To identify and use a variety of sentence types</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read the poem “Ninth Inning” on SE page 70-71. What is the conflict in this poem?</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Connect the poem “Ninth Inning” to the text “Line Drive”. How do these two compare? Read Connections on SE pg. 72-73.</li> <li>• Review Robust Vocabulary by reinforcing word meanings from TE page 139</li> <li>• Spelling: review spelling words and spelling patterns. Have students write a paragraph using as many spelling words as possible.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Practice Page</li> <li>• Transparency LA14</li> </ul>

	<ul style="list-style-type: none"> <li>• Grammar: Use transparency LA14 to review exclamatory sentences.</li> <li>• Complete independent work</li> </ul>	
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Grammar page 5 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: In the selection, the author is embarrassed when she accidentally hits a pitcher with the baseball. Think about how you would feel in a similar situation. Now tell about a time when you felt embarrassed by a mistake.</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling practice page 9

**Language Arts/ Line Drive (Theme 1 : Lesson 2 Day 4)  
Fifth Grade**

Overview and Purpose: Students will compare and contrast two different stories, and identify the main idea, problem and solution to both stories.	Educational Standards Addressed:  C CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RL.9, CC.5.RI.2, CC.5.RI.4, CC.5.RI.5, CC.5.RF.3-4, CC.5.SL.1, CC.5.SL.2, CC.5.L.1-4	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Use story structure to identify key events</li> <li>• Use strategies for monitoring comprehension</li> <li>• Recognize plot events, conflict, and resolution</li> <li>• Read and understand a variety of literary texts</li> <li>• Recognize the distinguishing features of a poem</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>



	<ul style="list-style-type: none"> <li>• Extend meanings of words in context</li> <li>• To write an autobiographical composition</li> <li>• To identify and use a variety of sentence types</li> </ul>	
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Re-Read the story “Line Drive”. Review the details of the story and how it compares to the poem “Ninth Inning”.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review Robust Vocabulary by extending word meanings from TE page 139</li> <li>• Spelling: review spelling words</li> <li>• Writing: Students begin planning for their own Autobiographical Composition.</li> <li>• Grammar: Use transparency LA15 to review exclamatory or imperative sentences.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Practice Page</li> <li>• Transparency LA15</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 6, writing</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: People sometimes have to prove themselves to others. Think about a time when you had to prove your abilities. Now tell what you proved and how you felt about it.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice page 10</p> <p>Study for spelling test</p>

**Language Arts/ Line Drive (Theme 1 : Lesson 2 Day 5)  
Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different stories, and identify the main idea, problem and solution to both stories.</p>	<p>Educational Standards Addressed: C CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RL.9, CC.5.RI.2, CC.5.RI.4, CC.5.RI.5, CC.5.RF.3-4, CC.5.SL.1, CC.5.SL.2, CC.5.L.1-4, CC.5.W.3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Use story structure to identify key events</li> <li>• Use strategies for monitoring comprehension</li> <li>• Recognize plot events, conflict, and resolution</li> <li>• Read and understand a variety of literary texts</li> <li>• Recognize the distinguishing features of a poem</li> <li>• Extend meanings of words in context</li> <li>• To write an autobiographical composition</li> <li>• To identify and use a variety of sentence types</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students complete the spelling test</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review Robust Vocabulary from TE page 139</li> <li>• Writing: Students complete their autobiographical composition and use the writing rubric to score themselves.</li> <li>• Grammar: Review</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources – Practice Page 11</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 7, practice page 11</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has experienced a happy event. Think about an event that made you feel very happy. Now tell where you were, who you were with, and what happened.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> </ul>

		<ul style="list-style-type: none"> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Study for test

**Language Arts/ Line Drive (Theme 1 : Lesson 2 Day 6)**

**Fifth Grade**

Overview and Purpose: Students will take an assessment on the vocabulary, grammar, and comprehension from the lesson.	Educational Standards Addressed:  C CC.5.RL.2, CC.5.RL.3, CC.5.RL.4, CC.5.RL.9, CC.5.RI.2, CC.5.RI.4, CC.5.RI.5, CC.5.RF.3-4, CC.5.SL.1, CC.5.SL.2, CC.5.L.1-4	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Use story structure to identify key events</li> <li>• Use strategies for monitoring comprehension</li> <li>• Recognize plot events, conflict, and resolution</li> <li>• Read and understand a variety of literary texts</li> <li>• Recognize the distinguishing features of a poem</li> <li>• Extend meanings of words in context</li> <li>• To write an autobiographical composition</li> <li>• To identify and use a variety of sentence types</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.	Frontal Teaching <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students complete the spelling test</li> </ul> Guided Instruction <ul style="list-style-type: none"> <li>• Students will complete the assessment for lesson 2.</li> <li>• Finish final drafts of their autobiographical composition</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources – Practice Page 11</li> <li>• Transparency</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: assessment, finish final draft</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL</p> <p>Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Chang and the Bamboo Flute (Theme 1 : Lesson 3 Day 1)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to a nonfiction story and set a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character's motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character's motives in a text</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Spell correctly words with vowel digraphs</li> <li>• Identify sentence parts</li> <li>• Use subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>

<p>information.</p>	<ul style="list-style-type: none"> <li>• Read Aloud (Nonfiction) T164-165 <u>The Deaf Musicians</u>. You can also display the story on the overhead using transparency R10</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Introduce theme: Character's Motives</li> <li>• Decoding/Word Attack: syllable patterns: vowel digraphs TE page 201</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Sentences; Subjects and Predicates. Introduce the concept using transparency LA20.</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R10, LA20</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 9</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Most families work together. Think about a way family members can work together to accomplish common goals. Write a paragraph describing a way members of a family can work together to do something important to all of them.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Practice page 16</p>

**Language Arts/ Chang and the Bamboo Flute (Theme 1 : Lesson 3 Day 2)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a historical fiction and set a purpose for reading.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character’s motives in a text</li> <li>• Identify the distinguishing characteristics of historical fiction</li> <li>• Demonstrate knowledge of word meanings</li> <li>• Spell correctly words with vowel digraphs</li> <li>• Use subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Introduce Robust Vocabulary using Transparency R13.</li> <li>• Build background for story: Tell students they will hear a story about a shy boy who does something courageous. Copy the chart from TE page 170 to record examples of actions that require courage.</li> <li>• Read Aloud (historical fiction) T174-187 <u>Chang and the Bamboo Flute</u>. Check for comprehension.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review theme of character motives. What are the character motives from the story?</li> <li>• Spelling: Use Transparency LA19 to display spelling words. Complete the word sort together.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R10, LA20</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 12-13</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has an activity he or she likes to do with friends. Think about a special activity you like to do with your friends. Write a paragraph in which you describe that activity and tell what makes it special.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice 12</p>

**Language Arts/ Chang and the Bamboo Flute (Theme 1 : Lesson 3 Day 3)**  
**Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different genres.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RI.2, CC.5.RI.4, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character's motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character's motives in a text</li> <li>• Read and understand a variety of informational texts</li> <li>• Demonstrate knowledge of word meanings</li> <li>• Use a variety of strategies to determine meaning of words</li> <li>• Spell correctly words with vowel digraphs</li> <li>• Use subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:</p>	<p>Frontal Teaching</p>	<p>Other Resources: (e.g. Web,</p>

<p>(Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read aloud <u>Evrans Ozan, Musician</u> (interview). Point out the question and answer format on page 97-99.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Compare/contrast texts: SE page 100-101</li> <li>• Review theme of character motives. What are the character motives from the two stories?</li> <li>• Introduce words in context. Display transparency R14.</li> <li>• Introduce monitor comprehension: reread. Use transparency R11 and R12 to teach students how to go back and reread something they don't understand, or to find major events in the text.</li> <li>• Review robust vocabulary by reinforcing word meanings TE page 203</li> <li>• Spelling: review spelling words. Have students work with a partner to compose sentences using two spelling words in each sentence.</li> <li>• Complete independent work</li> </ul>	<p>books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R14, R11-12</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice pages 14-15</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has had an opportunity to help another person. Think about a time in your own life when you helped someone. Now write a brief narrative about what happened.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice 13</p>



**Language Arts/ Chang and the Bamboo Flute (Theme 1 : Lesson 3 Day 4)  
Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different genres.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character’s motives in a text</li> <li>• Identify and analyze the characteristics of narrative text</li> <li>• Extend meanings or words in context</li> <li>• Use a variety of strategies to determine meaning of words</li> <li>• Spell correctly words with vowel digraphs</li> <li>• Use subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Reread selection chorally. Ask comprehension questions. Review character motives.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review Narrative Forms. Display transparency R5 from lesson 1. Use the questions on TE page 200 to discuss the story selection as a narrative text.</li> <li>• Review robust vocabulary by extending word meanings TE page 203</li> <li>• Spelling: review spelling words.</li> <li>• Writing: Introduce Autobiographical Narrative using Transparency LA22.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar pages 10-11</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Many people enjoy watching public performances. Think about a public performance you have seen that you really enjoyed. Write a paragraph in which you describe the performance and tell what you enjoyed about it.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling practice 14</p> <p>Study for spelling test</p>

**Language Arts/ Chang and the Bamboo Flute (Theme 1 : Lesson 3 Day 5)  
Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different genres.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character's motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character's motives in a text</li> <li>• Identify and analyze the characteristics of narrative text</li> <li>• Use word relationships to determine meaning</li> <li>• Use a variety of strategies to determine meaning of words</li> <li>• Spell correctly words with vowel digraphs</li> <li>• Use subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:</p>	<p>Frontal Teaching</p>	<p>Other Resources: (e.g. Web,</p>

<p>(Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Spelling and Vocabulary test</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Writing: Autobiographical Narrative; show students Transparency LA23. Analyze the student model. Discuss the main events of the story, identify vivid words and phrases used to describe the experiences, and explain that these words help the reader better picture the event the author described.</li> <li>• Students begin writing their narratives based on writing prompts from transparency LA24.</li> <li>• Complete independent work</li> </ul>	<p>books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 17</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: People show courage in different ways. Think about someone you know who has acted courageously. Now write a paragraph describing what the person did.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Chang and the Bamboo Flute (Theme 1 : Lesson 3 Day 6)  
Fifth Grade**

<p>Overview and Purpose: Students will be assessed on what they learned during this lesson.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character’s motives in a text</li> <li>• Identify and analyze the characteristics of narrative text</li> <li>• Use word relationships to determine meaning</li> <li>• Use a variety of strategies to determine meaning of words</li> <li>• Use subjects and predicates correctly in writing</li> <li>• Use effective speaking techniques</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Assessment: comprehension, grammar, vocabulary strategies, narrative forms and autobiographical narratives, character motives</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Writing: students complete their autobiographical narratives.</li> <li>• Students publish their narratives by presenting them orally to the class. Have students listen to each story (if time allows) and focus on the main events as well as the feelings the speaker is expressing.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: writing and publishing autobiographical narratives</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete</li> </ul>

		assignments <ul style="list-style-type: none"> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ The Daring Nelly Bly (Theme 1 : Lesson 4 Day 1)  
Fifth Grade**

Overview and Purpose: Students will listen to a biography and set a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Make inferences regarding a character’s motives in a text</li> <li>• Use decoding strategies to decode longer words</li> <li>• Review inflected endings</li> <li>• Spell correctly words with inflected endings –ed and –ing</li> <li>• Identify sentence parts</li> <li>• Use simple and complete subjects and predicates correctly in writing</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.	Frontal Teaching <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Biography) T228-229 <u>Jules Verne</u>. You can also display the story on the overhead using transparency R15.</li> </ul> Guided Instruction <ul style="list-style-type: none"> <li>• Review Character Motives</li> <li>• Decoding/Word Attack: Inflections –ed, -ing. TE page 257</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R15, LA26</li> </ul>

	<ul style="list-style-type: none"> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Complete and Simple Subjects and Predicates. Introduce the concept using transparency LA26.</li> <li>• Complete independent work</li> </ul>	
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Grammar page 13 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: New stories are meant to grab readers' attention. Think about an interesting news story you have recently read. Now write an attention grabbing headline for the story and a brief summary on it.</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Practice page 21

**Language Arts/ The Daring Nelly Bly (Theme 1 : Lesson 4 Day 2)  
Fifth Grade**

Overview and Purpose: Students will listen to a biography and set a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use decoding strategies to decode longer words</li> <li>• Review inflected endings</li> <li>• Spell correctly words with inflected endings –ed and –ing</li> <li>• Identify sentence parts</li> <li>• Use simple and complete subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Build background: Have students share what they know about planning and preparing for long distance travel.</li> <li>• Introduce vocabulary using Transparency R18</li> <li>• Explain that a biography is a written account of a person’s life, told by someone else.</li> <li>• Read Aloud (Biography) SE pg.106-117 <u>The Daring Nelly Bly</u>. Monitor comprehension throughout story.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Spelling: complete the word sort together on transparency LA25</li> <li>• Grammar: Complete and Simple Subjects and Predicates. Use transparency LA27 to review subjects and predicates.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R18, LA 25, LA27</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 18-19</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Imagine that you were present at the time and place of an important historic event. Think about what you saw and experienced. Now write a brief newspaper story about the event.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> </ul>

		<ul style="list-style-type: none"> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling page 16

**Language Arts/ The Daring Nelly Bly (Theme 1 : Lesson 4 Day 3)**

**Fifth Grade**

<p>Overview and Purpose: Students will compare and contrast two different genres.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5,   CC.5.SL.1, CC.5.L.1-3</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Read and understand a variety of nonfiction texts</li> <li>• Identify the distinguishing features of a personal narrative</li> <li>• Extend meanings of words in context</li> <li>• Review inflected endings</li> <li>• Spell correctly words with inflected endings –ed and –ing</li> <li>• Identify sentence parts</li> <li>• Use simple and complete subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Personal Narrative) SE pg120-121 <u>Nellie Bly’s Book</u>.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Compare/contrast this selection from the story “The Daring Nelly Bly”, using TE252</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R18, LA 25, LA27</li> </ul>



	<ul style="list-style-type: none"> <li>• Review character motives</li> <li>• Vocabulary: extend word meanings (TE259)</li> <li>• Spelling: have students work together in groups to scramble the spelling words. Exchange lists and unscramble the other groups' lists.</li> <li>• Grammar: Complete and Simple Subjects and Predicates. Use transparency LA27 to review subjects and predicates.</li> <li>• Complete independent work</li> </ul>	
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Practice page 20 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Schools hold special events from time to time. Think about a special event your school has held. Now write a brief newspaper article about the event. Tell the story from your point of view. Include a headline.</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling page 17

**Language Arts/ The Daring Nelly Bly (Theme 1 : Lesson 4 Day 4)  
Fifth Grade**

Overview and Purpose: Students will listen to a biography and set a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1,  CC.5.L.1-3
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use vivid and descriptive words in writing</li> <li>• Use word relationships to determine meaning</li> <li>• Review inflected endings</li> <li>• Spell correctly words with inflected endings –ed and –ing</li> <li>• Identify sentence parts</li> <li>• Use simple and complete subjects and predicates correctly in writing</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Reread the selection chorally</li> <li>• Vocabulary: review</li> <li>• Spelling: have students work in pairs to review spelling words</li> <li>• Grammar: Complete and Simple Subjects and Predicates. Have students write a paragraph summarizing a recent news event that caught their attention.</li> <li>• Writing: Introduce writing trait: newspaper story. Use transparency LA28 to describe word choice. Identify vivid and precise words in the passage to help readers picture the event.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA28</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 15, paragraphs</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Imagine that you could interview Nelly Bly. Write three questions you would ask her. Then respond as if you were Nelly Bly. Use what you have read about her to help you write a</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> </ul>

	response.	<ul style="list-style-type: none"> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling page 18

**Language Arts/ The Daring Nelly Bly (Theme 1 : Lesson 4 Day 5)  
Fifth Grade**

Overview and Purpose: Students will begin drafting their newspaper story.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1,  CC.5.L.1-3	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use vivid and descriptive words in writing</li> <li>• Use word relationships to determine meaning</li> <li>• Spell correctly words with inflected endings –ed and –ing</li> <li>• Identify sentence parts</li> <li>• Use simple and complete subjects and predicates correctly in writing</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	Frontal Teaching <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Spelling and vocabulary assessment</li> </ul> Guided Instruction <ul style="list-style-type: none"> <li>• Writing: use transparency LA29 to model a newspaper story. Complete the graphic organizer on who, what, where, when, and why</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA29</li> </ul>

	<p>from the story.</p> <ul style="list-style-type: none"> <li>Brainstorm their newspaper story by coming up with a catching headline and begin writing their story making sure to use vivid and specific words to tell who, what, when, where and why.</li> <li>Complete independent work</li> </ul>	
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>Visually</li> <li>Orally</li> <li>Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 22 Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>Teacher group: Leveled readers</li> <li>Writing prompt: Many people dream about going on adventures. Think about an adventure you would like to have. Now write a description of how your adventure begins.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>time for intervention</li> <li>extra time to complete assignments</li> <li>small group</li> <li>reread instructions/</li> <li>questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Study</p>

**Language Arts/ The Daring Nelly Bly (Theme 1 : Lesson 4 Day 6)  
Fifth Grade**

<p>Overview and Purpose: Students will take an assessment on what they learned in this lesson.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use vivid and descriptive words in writing</li> <li>• Use word relationships to determine meaning</li> <li>• Spell correctly words with inflected endings –ed and –ing</li> <li>• Identify sentence parts</li> <li>• Use simple and complete subjects and predicates correctly in writing</li> <li>• Present a news report of an event</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Assessment: comprehension, grammar, inflections, subjects and predicates</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Writing: students will complete their newspaper story and give a “live” news report of the events they have described in the writing.</li> <li>• Have students listen for the facts delivered in the news report.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>

Summary/Reflection:		Homework:
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**Language Arts/ It Takes Talent (Theme 1 : Lesson 5 Day 1)  
Fifth Grade**

Overview and Purpose: Students will review all the skills taught in Theme 1.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3	
Objectives: (Specify skills/information that will be learned.)	<b>SWBAT:</b> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Correctly spell words with closed syllables, short vowel patterns, long vowel patterns, vowel digraphs, diphthongs, and inflections –ed, and –ing</li> <li>• Revise writing for voice and word choice</li> <li>• Identify, form, and use complete, declarative, interrogative, imperative, exclamatory sentences, and interjections in writing and speaking</li> <li>• Recognize sentence fragments</li> <li>• Identify complete and simple subjects and predicates</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	<b>Frontal Teaching</b> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Realistic Fiction) T284-285 <u>Dava’s Talent</u>. You can also display the story on the overhead using transparency R19.</li> </ul> <b>Guided Instruction</b> <ul style="list-style-type: none"> <li>• Decoding/Word Attack: review decoding closed syllables</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Writing: Use teacher resources page 126 to show students the editor’s marks used when scoring a writing assignment. Look at scored</li> </ul>	<b>Other Resources:</b> (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R19</li> </ul>

	<p>writing piece from lesson 4. Have students compare their marks to the ones on page 126. Show students the writing rubric again and let them score their own work so they can see the reason behind their given score.</p> <ul style="list-style-type: none"> <li>• Complete independent work</li> </ul>	
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Spelling page 19 Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled Readers</li> <li>• Self-assessment</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ It Takes Talent (Theme 1 : Lesson 5 Day 2)**

**Fifth Grade**

<p>Overview and Purpose: Students will review all the skills taught in Theme 1.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3</p>
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Correctly spell words with closed syllables, short vowel patterns, long vowel patterns, vowel digraphs, diphthongs, and inflections –ed, and –ing</li> <li>• Revise writing for voice and word choice</li> <li>• Identify, form, and use complete, declarative, interrogative, imperative, exclamatory sentences, and interjections in writing and speaking</li> <li>• Recognize sentence fragments</li> <li>• Identify complete and simple subjects and predicates</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Build background for reading the selection “It Takes Talent”: Ask students what they know about talent shows. Create a web.</li> <li>• Read <u>It Takes Talent</u> (Readers’ Theatre) by modeling fluent reading. Read aloud as students follow along. Point out how the characters’ voices will be different. The narrator will speak in an informational tone. The teacher and students will have different voices based on gender and personality. The chorus will focus on reading together, at the same pace.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Introduce vocabulary using transparency R20</li> <li>• Review plot: conflict and resolution. Remind students that most fiction stories include a conflict and its resolution. Then draw the graphic organizer from TE308 on the board, and have students describe each story element.</li> <li>• Decoding/Word Attack: review syllable patterns and CVCe patterns. Give words from TE312 for practice.</li> <li>• Spelling: words with long vowels and vowel digraphs. Have students write sentences using two of the review spelling words</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R20</li> </ul>



Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Practice page 23-24 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled Readers</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling page 20

**Language Arts/ It Takes Talent (Theme 1 : Lesson 5 Day 3)  
Fifth Grade**

Overview and Purpose: Students will review all the skills taught in Theme 1.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character's motives through traits, thoughts, words, and actions</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Correctly spell words with closed syllables, short vowel patterns, long vowel patterns, vowel digraphs, diphthongs, and inflections –ed, and</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>

	<ul style="list-style-type: none"> <li>-ing</li> <li>• Revise writing for voice and word choice</li> <li>• Identify, form, and use complete, declarative, interrogative, imperative, exclamatory sentences, and interjections in writing and speaking</li> <li>• Recognize sentence fragments</li> <li>• Identify complete and simple subjects and predicates</li> </ul>	
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Reread <u>It Takes Talent</u> (Readers' Theatre) to monitor comprehension. Read the script with students. Use the questions to help students grasp the story line. Guide students to read with accuracy and an appropriate rate. Then have students summarize what they read.</li> <li>• Identify the character motives of the story.</li> <li>• Vocabulary: Use transparency R21 to help students understand word meanings.</li> <li>• Grammar: review sentence types. Use transparency LA31 to help students practice</li> <li>• Decoding/Word Attack: review syllable patterns/vowel digraphs. Practice breaking words into syllables.</li> <li>• Spelling: review words with variant vowels and diphthongs. Have students find words that contain the variant vowels, and that have the same vowel sounds.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R21, LA31</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 25, grammar page 17</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled Readers</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> </ul>

		<ul style="list-style-type: none"> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling page 21

**Language Arts/ It Takes Talent (Theme 1 : Lesson 5 Day 4)  
Fifth Grade**

Overview and Purpose: Students will review all the skills taught in Theme 1.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Correctly spell words with closed syllables, short vowel patterns, long vowel patterns, vowel digraphs, diphthongs, and inflections –ed, and –ing</li> <li>• Revise writing for voice and word choice</li> <li>• Identify, form, and use complete, declarative, interrogative, imperative, exclamatory sentences, and interjections in writing and speaking</li> <li>• Recognize sentence fragments</li> <li>• Identify complete and simple subjects and predicates</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	Frontal Teaching <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read another realistic fiction <u>The Alligator Race</u> to review comprehension strategies. Identify the story structure: characters, setting, problem, plot, and solution.</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA32</li> </ul>

	<p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Rehearse <u>It Takes Talent</u> (Readers' Theatre)</li> <li>• Review narrative forms: what kind of narrative text is "The Alligator Race"?</li> <li>• Spelling: review words with inflections –ed, and –ing.</li> <li>• Grammar: Use transparency LA32 when reviewing complete, declarative, and interrogative sentences.</li> <li>• Complete independent work</li> </ul>	
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity:  (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 26, grammar page 30</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled Readers</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 22</p> <p>Study for spelling test</p>

**Language Arts/ It Takes Talent (Theme 1 : Lesson 5 Day 5)  
Fifth Grade**

<p>Overview and Purpose: Students will review all the skills taught in Theme 1.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-</p>
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Objectives: (Specify skills/information that will be learned.)	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Correctly spell words with closed syllables, short vowel patterns, long vowel patterns, vowel digraphs, diphthongs, and inflections –ed, and –ing</li> <li>• Revise writing for voice and word choice</li> <li>• Identify, form, and use complete, declarative, interrogative, imperative, exclamatory sentences, and interjections in writing and speaking</li> <li>• Recognize sentence fragments</li> <li>• Identify complete and simple subjects and predicates</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Spelling post test</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Rehearse <u>It Takes Talent</u> (Readers’ Theatre) have students create a backdrop using teacher resource page 90</li> <li>• Review vocabulary strategies: using words in context. Have students work in pairs to locate 5 unfamiliar words in a content area book. Have them use context to determine the words’ meanings.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
Verification: (Steps to check for student understanding.)	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
Activity: (Describe independent activity to reinforce this lesson)	<p>Independent work: Practice page 27</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled Readers</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete</li> </ul>

		assignments <ul style="list-style-type: none"> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Study for theme 1 test

**Language Arts/ It Takes Talent (Theme 1 : Lesson 5 Day 6)  
Fifth Grade**

Overview and Purpose: Students will review all the skills taught in Theme 1.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RI.2, CC.5.RI.4, CC.5.RF.3, CC.5.RF.4, CC.5.W.2, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.L.1-3	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen and respond appropriately to oral communication</li> <li>• Use story structure to identify key events</li> <li>• Recognize that authors reveal a character’s motives through traits, thoughts, words, and actions</li> <li>• Use knowledge of syllable patterns to decode longer words</li> <li>• Correctly spell words with closed syllables, short vowel patterns, long vowel patterns, vowel digraphs, diphthongs, and inflections –ed, and –ing</li> <li>• Revise writing for voice and word choice</li> <li>• Identify, form, and use complete, declarative, interrogative, imperative, exclamatory sentences, and interjections in writing and speaking</li> <li>• Recognize sentence fragments</li> <li>• Identify complete and simple subjects and predicates</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.	Frontal Teaching <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Theme 1 assessment</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> </ul>

	<p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Perform Reader's Theatre: Assign each group a different scene to perform. Have students stand in the front of the class and read the script aloud. Groups that are not speaking become the audience. Encourage the audience to give feedback about each group's overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled Readers</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Study for theme 1 test</p>

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 1)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How do I relate to this theme?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Recognize, read, and spell words with consonant –le endings.</li> <li>Listen critically and respond appropriately to oral communication.</li> <li>Decode words based on syllable patterns.</li> <li>Use context clues and synonyms to develop meanings for unknown vocabulary words.</li> <li>Develop ideas in writing to write a response to literature.</li> <li>Listen to models of appropriate fluency and self regulate their own fluency, expression and intonation skills.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Graph Paper (Word Attack)</li> <li>*Interactive Whiteboard</li> <li>*Transparency R22 (Read A)</li> <li>*Transparency LA33 (Spelling)</li> <li>*Spelling pre test Form</li> <li>*Transparency LA 36 (Writing)</li> <li>*Writing Folder</li> <li>*Chart Paper (Vocab. Chart)</li> <li>*Fluency Recording Sheet</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 20)</li> <li>- <b>Read the selection Read Aloud</b>, aloud to the class “The Danderfield Twins: The Hostess Gift” (Teachers Guide pg 28) Review the genre of the story, realistic fiction,</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*</li> </ul>



	<p>and set a purpose for reading, enjoyment. Interact with the text with questions from (Teachers Guide pg 29).</p> <ul style="list-style-type: none"> <li>- <b>Model Oral Fluency: Expression</b>, (Teachers Guide pg 29) Display Transparency R 22 Explain to students that good readers read aloud with appropriate expression and adjust intonation, volume, and pace to reflect story events. Read the displayed passage from the read aloud, with appropriate expression, point out how your intonation, volume, and pace reflect what character say.</li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading an Article on Puerto Rico for one minute. They have two tasks; first they are to focus on the main ideas in the article. Their second job is to mark the place in the article where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record what the main ideas in the article were in the first box.</li> <li>- <b>Administer the Spelling Pre-Test</b> (Teachers Guide pg 64), once students have recorded their responses onto their pre-test, display the top portion of Transparency LA 33 allowing students to self check their spelling. Display the bottom portion of Transparency LA 33 to discuss the word meanings. Write the word <i>bundle</i> on the board and read it aloud, ask volunteers what sound they hear in the second syllable. Explain that the /el/ sound is often spelled with the letters –le. Orally complete the chart to sort the final consonant –le spelling word.</li> <li>- <b>Word Attack</b>, (Teachers Guide pg 61) Guide students to decode words with the consonant –le pattern. Model with the words bundle and little, the stress is put on the first syllables (bun) and (lit), blend the words together, indicating that the second schwa syllable is neither long nor short. Provide students with graph paper to decode the syllables and blend the spelling words to read them. Extend with longer syllable words.</li> <li>- <b>Introduce the Robust Vocabulary</b> (Student Book pg 148 – 149) (Teachers Guide pg 35-37) Read over the vocabulary words, decoding as in word attack if needed. Instruct students to read through the vocabulary story “The Birthday Piñata” using context clues to determine word meaning. Have students turn to a partner to discuss proposed definition of the words. Create a table of Vocabulary Words and their corresponding Synonyms, to assist with identifying meanings.</li> <li>- <b>Writing</b> (Teachers Guide pg 66) Tell students that they will be writing a response to literature. Explain that a personal response to literature should share ideas about the story. Display Transparency LA 36 and read the excerpt from “The Night of San Juan” point out that all of the sentences develop one idea: that Mami is upset with the girls. Ask students to identify details from the paragraph that focus on the idea that Mami is upset. Have volunteers come up and fill their examples into the web. If time allows display Transparency LA 38 for students to complete the Day 1 Writing Prompt.</li> </ul>	<p>*</p> <p>*</p> <p>*</p>
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<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Fluency Recording Sheet/ Main Idea chart</li> <li>• Students will take the Spelling Pre-Test</li> <li>• Student responses to comprehension questions from Read Aloud</li> <li>• Decoding syllables for word attack</li> <li>• Discussion of vocabulary word meanings</li> <li>• Writing prompt web and possible Writing Prompt</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Spelling Packet Due Day 5, Read the Story pg 150 – 161

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 2)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
Big Ideas/ Enduring Understandings: <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	Essential Question: <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How do I relate to this theme?</li> </ul>

<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with consonant –le endings.</li> <li>• Ask questions while reading to check understanding and use strategies to monitor reading comprehension.</li> <li>• Identify and discuss the qualities and characteristics of characters, explaining their motives and actions.</li> <li>• Work in a group to access prior knowledge of communities.</li> <li>• Develop ideas in writing to write a response to literature.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Transparency R 23(Questions)</li> <li>*Transparency R 24</li> <li>*Interactive Whiteboard</li> <li>*Writing Folder</li> <li>*Chart Paper</li> <li>*Community Web</li> <li>* Characteristic Diagram</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 20) <ul style="list-style-type: none"> <li>- <b>Introduce Theme</b>, (Teacher’s Guide pg 30 – 31) (Student Book pg 146 – 147) Read page 146 to students, review the information orally. Review that asking, “What does the main character learn?”, may help when finding the theme in a nonfiction story. Have volunteers read aloud the paragraph on page 147. Use the graphic organizer to model identifying the theme. Discuss the characters actions (what they do) and motives (reasons for actions) based on the conflict in the story. Have students work in pairs to discuss how the theme would be different if Carolina was excited about the move. Have volunteers share their ideas.</li> <li>- <b>Comprehension Strategy: Ask Questions</b>, (Teachers Guide pg 32 – 33) Explain to students that good readers ask themselves questions while reading to make sure they understand what they are reading. Display Transparency R 23. Discuss with students different kinds of questions reader ask themselves while reading. Point out that a reader can answer their own questions by using what they have already learned while reading. They can also set a purpose for reading the next part of a selection. Display Transparency R 24, and have a volunteer read the first paragraph aloud. Model the Think Aloud in the Teacher’s Guide, setting a purpose to read the next part of the text. Have volunteers read the remaining paragraphs aloud. Ask students to share any questions they have about the text between paragraphs. Guide classmates to answer the posed questions.</li> <li>- <b>Build Background</b> for the selection, (Teacher’s Guide pg 34). Explain that in the next selection three sisters try to make a good friend feel like part of the community. Allow students to share with a partner what they know about being part of a community. Ask the pairs to work in groups of four to complete community webs. Display the webs in the classroom for students to do a gallery walk during small group to reflect on their work.</li> <li>- <b>Genre Reflection:</b> Discuss Realistic Fiction from Student Book page 150. Instruct students to look through the first few pages and ask them to identify characteristics of realistic fiction from the text.</li> </ul> </li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Read the Selection:</b> Read the selection, “The Night of San Juan” orally to students, pausing to ask and answer questions from the passage (Student Book page 150).</li> <li>- <b>Theme: Characters Qualities, Motives and Actions:</b> Guide students to look back through the selection to identify the sisters’ qualities, motives and actions in the story. Make a chart to identify these characteristics. Explain to students, that during small group, they will be identifying these characteristics for Jose Manuel’s Grandma (Taken from Practice Book page 32).</li> <li>• Small Group- <i>Three groups will rotate every 15 minutes:</i> Teacher led- Review Theme, Teacher’s Guide pg S 2 – S 3, Writing Center- Complete from Day 1/ Gallery Walk, Seatwork- Think/ Pair characteristics of Jose Manuel’s Grandma and complete organizer.</li> </ul>	
<b>Assessment:</b> (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Generate prior knowledge web</li> <li>• Complete characteristic organizer</li> <li>• Complete Writing Prompt</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Vocabulary Definitions and Sentences, Read the Story pg 150 – 161

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 3)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
Big Ideas/ Enduring Understandings:	Essential Question:

<ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How do I relate to this theme?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with consonant –le endings.</li> <li>• Extend meaning from vocabulary words and definitions.</li> <li>• Identify theme using the qualities and characteristics of characters and explaining their motives and actions.</li> <li>• Work in a group to access prior knowledge of communities.</li> <li>• Work in a group and speak orally to share ideas.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency R 25 (Vocab)</li> <li>*Interactive Whiteboard</li> <li>*Practice Book page 33</li> <li>*</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 21)</li> <li>- <b>Review Vocabulary:</b> Share sentences and definitions from homework, reviewing from Transparency R 25 or on the Interactive Whiteboard. Orally ask questions from Teacher’s Guide pg 63 to reinforce word meanings.</li> <li>- <b>Review Theme:</b> Remind student’s that a story’s theme is its message or moral, and that a theme may be stated or unstated. Point out that the theme often does not become clear to readers until the end of the story. Tell student’s that the theme of “The Night of San Juan” is developed throughout the story. Readers must think about the main character’s motives and actions to determine the theme. Instruct students to reread the selection pages indicated on (Teacher’s Guide pg 56) to assist in identifying the theme. Ask volunteers how details about the sisters work together to create the theme.</li> <li>- <b>Practice Theme:</b> Distribute Practice Book pg 33 to students, and have a volunteer read the passage on Javier. Assign groups to identify his qualities, motives, and actions from the text. Allow a speaker from the group to share the characteristics they identified, and complete the chart on page 33. Have students identify the Theme with an elbow buddy.</li> <li>- <b>Partner Read the Selection:</b> Assign partners to reread the selection, and to complete</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>* QAR Chart</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>a story map while they read. Remind them that a story map can be used to summarize the story. If groups finish early they should try to use the story map to orally retell the story to their partner.</p> <ul style="list-style-type: none"> <li>- <b>Comprehension Questions:</b> Guide students to look over the Think Critically Questions on Student Book page 50. Ask students how they would answer the questions and where they would find their answers in the story. Remind students of QAR strategies if they struggle with how to answer the questions.</li> </ul>	
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Identify the Theme of the story (Practice page 33)</li> <li>• Work in a group to identify a characters motives, actions or qualities.</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> <li>• Ability groups (lower level actions, higher level qualities).</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for Theme Quiz and Complete Think Critically Questions</p>

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 4)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> </ul>

<p>reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How do I relate to this theme?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Use strategies to recognize, read, and spell words with consonant –le endings.</li> <li>• Compare and contract texts by making connections.</li> <li>• Combine simple subjects and predicates to make compound subjects and predicates.</li> <li>• Use conjunctions to join subjects and predicates.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 34 (Gramm)</li> <li>*Interactive Whiteboard</li> <li>*Theme Quiz</li> <li>*</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 21)</li> <li>- <b>Take Theme Quiz</b></li> <li>- <b>Review Think Critically Questions</b> Respond to questions from homework, allowing students to share their though processes in answering the questions.</li> <li>- <b>Spelling Strategies:</b> (Teacher’s Guide pg 65) Day 4- State the word hurdle, and ask students what letters spell the sounds in the second syllable (tle), Write the word on the board, reminding students that the /el/ sound is often spelled –le. Repeat with the words griddle and bundle. Tell students that if they are unsure how to spell a word ending in /el/ they can divide it into syllables. Day 3- Divide students into teams. Display a Spelling Word on the Interactive Whiteboard and challenge teams to come up with words that rhyme with the Spelling Word. Teams get a point for each real word they come up with. The first team to reach ten points is the winner.</li> <li>- <b>Grammar Review-</b> Compound Subjects and Predicates (Teacher’s Guide pg 68 Day 1 &amp; 2) Display Transparency LA 34, have a volunteer read the definition of a compound subject aloud. Review combining two sentences into one by joining the subjects with a conjunction. Instruct students to make the simple subjects in sentences 2 – 5 into compound subject sentences. Ask a volunteer to read the definition for compound predicate from the transparency and review joining simple predicates to compound predicates in sentence 6. Instruct students to join the two simple predicates into</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>compound predicates in sentences 7 – 10. Extend with oral practice from Grammar Practice Book page 19.</p> <ul style="list-style-type: none"> <li>- <b>Introduce Compare Text:</b> (Teacher’s Guide pg 52 – 54, Student Book pg 164 – 166) Remind students that nonfiction text gives information about a topic. Point out that information can be presented in both words and photographs. Have students skim the photo essay, “Tejano Conjunto Festival” to predict what the topic might be. Ask students how this selection might be similar or different from “The Night of San Juan”. Review with students how to answer the questions to compare the texts. Instruct students to complete the Compare Text Questions on page 166.</li> </ul>	
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Paired Selection</li> <li>• Students will apply conjunctions to create compound subjects and predicates.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Theme Quiz</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for Spelling Test, Spelling Packet Due, Read the Paired Selection pages 164 – 165.</p>

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 5)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> </ul>



<p>predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How do I relate to this theme?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Apply strategies to recognize, read, and spell words with consonant –le endings.</li> <li>• Listen to models of appropriate fluency and self regulate their own fluency, expression and intonation skills.</li> <li>• Use story information to create a literary criticism.</li> <li>• Combine use commas to separate compound subjects and predicates.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 35 (Gramm)</li> <li>*Transparency R 26 (Lit Crit)</li> <li>*Interactive Whiteboard</li> <li>*Spelling Test</li> <li>*Fluency Recording Sheet</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading, Display sentences to correct independently and discuss changes (Teachers Guide pg 20)</li> <li>- <b>Take Spelling Test</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading an Article on Puerto Rico for one minute. They have two tasks; first they are to focus on the details in the article while reading. Their second job is to mark the place in the article where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record details from the article in the second box.</li> <li>- <b>Fluency:</b> Model fluency expression from the selection (Teacher’s Guide pg 62). Read the passage from page 153, asking students to follow along identifying the intonation, volume and pace, which help with expression. Have students chorally read the passage together. Echo read the passage, sentence by sentence, with students modeling the expression. Pair mixed ability students with the stronger reader modeling and the weaker reader echoing. Have partners switch roles. Encourage students to give feedback to one another on their intonation, volume and pace, regarding their expression.</li> <li>- <b>Literacy Criticism:</b> Introduce Literacy Criticisms, explain to students that good readers think about the overall stories they read. Review the questions displayed on (Teacher’s Guide pg 58). Display Transparency R 26 and read aloud the information from the box. Model the Think Aloud from the teachers guide. Discuss with</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>students how the author uses realistic fiction to make the story entertaining. Complete the graphic organizer on the transparency together.</p> <ul style="list-style-type: none"> <li>- <b>Vocabulary Review:</b> Extend word meaning by asking questions encouraging students to explain their answers. Extend by using words from the previous lesson as well (Teacher’s Guide pg 63).</li> <li>- <b>Grammar:</b> Day 3- Display Transparency LA 35 directing students to look at sentences 1 and 2. Explain commas should be used to separate three or more subjects in a compound subject or three or more predicates in a compound predicate. Allow students to add commas in their notebooks for the remaining sentences. Read the sentences chorally, pausing for the commas in the sentences.</li> </ul>	
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Detail chart</li> <li>• Students will apply commas to three or more compound subjects or predicates.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Test</b></li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Vocabulary Practice page 31, Study for Vocabulary and Grammar Quizzes, Read the Selection Vocabulary pages 148 – 149.</p>

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 6)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> </ul>

<p>predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How do I relate to this theme?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to models of appropriate fluency and self regulate their own fluency, expression and intonation skills.</li> <li>• Work in a group to complete a plot graphic organizer.</li> <li>• Work on the writing prompt focusing on ideas.</li> <li>• Identify idioms in the story and their meanings.</li> <li>• Explain examples of the point of view in the story.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Plot Graphic Organizer</li> <li>*Interactive Whiteboard</li> <li>*Vocabulary Test and Grammar Quiz</li> <li>*Fluency Recording Sheet</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading, Display sentences to correct independently and discuss changes (Teachers Guide pg 21) <ul style="list-style-type: none"> <li>- <b>Take Vocabulary Test and Grammar Quiz</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading an Article on Puerto Rico for one minute. They have two tasks; first they are to focus on the connections or responses to the article while reading. Their second job is to mark the place in the article where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to write their response or connection to the article in the third box.</li> <li>- <b>Review Plot:</b> Remind students that the plots of most realistic fiction stories include a conflict and its resolution. Have students turn to a partner and Think/ Pair/ Share what they know about conflict, plot events, and resolutions. Have groups of four students brainstorm the plot events from “The Night in San Juan”. Distribute a plot graphic organizer for groups to complete based on the story. Instruct one student from each group to report their groups finding from one of the story elements.</li> <li>- <b>Partner Read:</b> Pair students and instruct them to read the story and look for the two idioms and examples of the point of view the story is told from. They can record their notes in their notebooks.</li> </ul> </li> <li>• Small Group- <i>Three groups will rotate every 15 minutes:</i> Teacher led- Selection</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	Comprehension, Teacher’s Guide pg S 6, Writing Center- Write a response to the story (Day 3), Center- Read a selection of “The Night of San Juan” as a dramatic interpretation	
<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Connection &amp; Response chart</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>• Vocabulary Test</li> <li>• Grammar Quiz</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Study for the Story Test, Read the Story pg 150 – 161.

**Language Arts/ The Night of San Juan (Theme 2 Common Goals: Lesson 1, Day 7)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of theme, expression, spelling and decoding with consonant –le patterns, write a personal narrative, and present a dramatic interpretation.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
Big Ideas/ Enduring Understandings: <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the</li> </ul>	Essential Question: <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> </ul>

<p>story elements.</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I relate to this theme?</li> </ul>	
<p><b>Objectives:</b> (Specify skills/information that will be learned.)</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Listen to models of appropriate fluency and self regulate their own fluency, expression and intonation skills.</li> <li>• Work in a group to present a dramatic scene interpretation.</li> <li>• Work on the writing prompt focusing on ideas and details.</li> <li>• Listen and respond to performances.</li> <li>• Identify forms of broadcast/ electronic media and their purposes.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Story Test</li> <li>*Fluency Recording Sheet</li> <li>*Peer Conference Checklist</li> </ul>
<p><b>Information:</b> (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day &amp; Daily Proofreading (Day 5), Display sentences to correct independently and discuss changes and review answers to posed question (Teachers Guide pg 21) <ul style="list-style-type: none"> <li>- <b>Individual Fluency Practice:</b> Explain to students that their job is to finish the article on Puerto Rico. Then instruct them to turn to the fluency recording sheet and rank their reading fluency for expression and intonation. Next they are to write a summary of the story based on the other responses and share it with a partner.</li> <li>- <b>Take Story Test</b></li> <li>- <b>Writing Prompt:</b> Remind students to focus on the writing traits Ideas and Traits (Teacher’s Guide pg 67). Remind students to use the Peer Conference Checklist when editing their writing. Complete the writing prompt from small group.</li> <li>- <b>Present Scene Interpretation:</b> Students will present the scenes from the selection they practiced on Day 6 to the class.</li> <li>- <b>Listen to a Performance:</b> Respond to and listen to student performances of the selection with regard to their expression and use of language (Teacher’s Guide pg 70).</li> <li>- <b>Media Literacy:</b> Identify and explain the three main types of media (Teacher’s Guide pg 71), explain the different types of information these forms of media provide. Model the Think Aloud and challenge the students to identify the types of media posed by the questions listed.</li> </ul> </li> </ul>	<p><b>Other Resources:</b> (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>* Writing from Day 6</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Students will answer the Question of the Day</li> <li>• Fluency Recording Sheet/ Summary</li> <li>• Complete Writing Prompt</li> </ul>	<p><b>Special Education/ESL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special</li> </ul>

	<ul style="list-style-type: none"> <li>Present a dramatic interpretation from the selection</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Story Test</li> </ul>	<p>education teacher push in.</p> <ul style="list-style-type: none"> <li>Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: N/A

**Language Arts/ Writing Connection (Theme 2 Common Goals: Day 1)**  
**Fifth Grade Academy of Dover**

Overview and Purpose: Students will focus on ideas and organization to analyze a response to literature, narrow a topic, generate questions and organize information, draft a response to literature, revise by deleting off topic details, proofread for sentence fragments, and publish a response to literature.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.W.1 a, b, d, CC.5.W.2a, b, CC.5.W.3 a, b, d, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.8, CC.5.W.9 a, CC.5.W.10</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	Essential Questions: <ul style="list-style-type: none"> <li>How do I narrow my focus on a topic?</li> <li>How do I organize my writing?</li> <li>When should I delete information from my writing?</li> <li>What information is needed in a response to literature?</li> </ul>	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>Identify the parts of a Response to Literature.</li> <li>Narrow a topic using the inverted triangle model.</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Writing Folder</li> <li>*Interactive Whiteboard</li> </ul>
Information: (Give and/or demonstrate necessary information.)	<ul style="list-style-type: none"> <li>Whole Group: Tell students that they will be using familiar texts to guide them to write a response to literature.</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>*Reading Rainbow child responses to literature</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Review a Passage:</b> Guide students to read a selection from Chang and the Bamboo Flute on Student Book page 168. Explain that when responding to literature they will need to ask questions about the characters and events in the story, make connections to their own lives, and formulate opinions about the story. Read aloud the notes modeling opinions and connections (Teacher’s Guide pg 78).</li> <li>- <b>Response Model:</b> Read and discuss the peer response to the story on Student Book page 79-80. Guide students to identify that the writer included a summary of the story, his opinion on the characters, and that he made a connection to the story based on his life. Review the ideas traits that ‘Justin’ used in his response. On Student Book page 81 review ‘Justin’s’ prewriting thoughts and organization. Explain his steps, summarizing, forming opinions, and making connections.</li> <li>- <b>Video Clip:</b> Play a “Reading Rainbow” video clip for students. Point out the children’s opinions and retells when they respond to literature.</li> <li>- <b>Guide the Process:</b> Draw an inverted triangle on the board and provide the example on Teacher’s Guide page 82. Explain that the triangle assists to narrow their topic, from big “broad” to smaller “narrow”. Allow students to pick a story to respond to and create their own triangle. They may narrow their topic by story element or theme. Assist students as needed, and display a rubric for the Response to Literature.</li> </ul>	* * *
<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Narrow a topic to respond to by using the triangle to help guide their writing.</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Comprehension Practice

**Language Arts/ Writing Connection (Theme 2 Common Goals: Day 2)**  
**Fifth Grade** **Academy of Dover**

Overview and Purpose: Students will focus on ideas and organization to analyze a response to literature, narrow a topic, generate questions and organize information, draft a response to literature, revise by deleting off topic details, proofread for sentence fragments, and	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.W.1 a, b, d, CC.5.W.2a, b, CC.5.W.3 a, b, d, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.8, CC.5.W.9 a, CC.5.W.10:</li> </ul>
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publish a response to literature.		
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I narrow my focus on a topic?</li> <li>• How do I organize my writing?</li> <li>• When should I delete information from my writing?</li> <li>• What information is needed in a response to literature?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Develop a question and answer strategy to assist in their Response to Literature.</li> <li>• Utilize a story map to write a summary paragraph.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Writing Folder</li> <li>*Transparency LA 39 &amp; 40</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Tell students that they will be using familiar texts to guide them to write a response to literature.</li> <li>- <b>Generate Questions:</b> Display the Transparency LA 39 and read the questions aloud. Explain that these are questions students should ask themselves when writing a response to literature. Model the Think Aloud for Justin’s prewriting (Teacher’s Guide pg 83). Guide students through the questions ‘Justin’ used and how they were answered in each paragraph. Ask students to identify which paragraphs included the answers.</li> <li>- <b>Model:</b> Based on the inverted triangle example (Day 1), guide students to generate questions and answers to assist in writing the response to literature. Allow students to develop their own questions and answers based on the selection they chose. Conference with students to develop questions and answers.</li> <li>- <b>Draft:</b> Explain that the first step is to write a summary of the selection. Display Transparency LA 40. Model the Think Aloud pointing out how ‘Justin’s’ first paragraph meets the criteria for a good summary. Have students identify where ‘Justin’ uses his questioning strategy in the first paragraph. Instruct students to make a story map similar to the transparency based on their selection. Conference with students to understand the process of taking ideas from a story map and using them to write a summary.</li> </ul>	



<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Create a story map based on the chosen selection.</li> <li>• Draft first paragraph from story map.</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Comprehension Practice</p>

**Language Arts/ Writing Connection (Theme 2 Common Goals: Days 3/4)**  
**Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will focus on ideas and organization to analyze a response to literature, narrow a topic, generate questions and organize information, draft a response to literature, revise by deleting off topic details, proofread for sentence fragments, and publish a response to literature.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.W.1 a, b, d, CC.5.W.2a, b, CC.5.W.3 a, b, d, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.8, CC.5.W.9 a, CC.5.W.10</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do I narrow my focus on a topic?</li> <li>• How do I organize my writing?</li> <li>• When should I delete information from my writing?</li> <li>• What information is needed in a response to literature?</li> </ul>

<p><b>Objectives:</b> (Specify skills/information that will be learned.)</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Write the rough draft of their Response to Literature.</li> <li>• Peer conference to revise writing.</li> <li>• Identify and delete information that is off topic in a writing sample.</li> <li>• Publish their Response to Literature on the computer and in video.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Writing Folder</li> <li>*Transparency LA 41 &amp; 42</li> <li>*Computers</li> <li>*Video Recorder</li> </ul>
<p><b>Information:</b> (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Tell students that they will be using familiar texts to guide them to write a response to literature. <ul style="list-style-type: none"> <li>- <b>Body Paragraphs:</b> Introduce the body paragraphs of a response to literature, detailing that each paragraph should focus on an idea about the story and they support that idea with examples from the story and connections to real life. Display Transparency LA 41, modeling that ‘Justin’ used the second point on his question and answer list as the focus of his second paragraph. Ask volunteers to identify sections of ‘Justin’s’ example as an opinion, a story example, or a connection to his life. Model a body paragraph based on the questions and answers generated on Day 2. Instruct students to complete the first draft and conference with students as needed.</li> <li>- <b>Peer Conference:</b> As students complete the first draft, encourage them to meet with a partner to peer conference, ensuring that they are staying on topic of their original idea.</li> <li>- <b>Revising Responses:</b> Tell students that as they revise their response, they may need to delete sentences that do not focus on the first paragraph. Display Transparency LA 42 of ‘Justin’s’ response, model the Think Aloud (Teacher’s Guide pg 86) identifying extra information and crossing it out. Continue to read the response asking students to identify information that could be deleted from the paragraphs. Allow students to meet with their partner to check for additional off topic information.</li> <li>- <b>Final Drafts/ Publish:</b> Allow students to type their final draft on the computer for publishing in a class book. Students may present their review “Reading Rainbow” style and record their response.</li> </ul> </li> </ul>	<p><b>Other Resources:</b> (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Video record their Response to Literature.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Write a final draft of their Response to Literature.</li> </ul>	<p><b>Special Education/ESL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>

Summary/Reflection:		Homework: Comprehension Practice
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**Language Arts/ Writing On Demand (Theme 2 Common Goals: Days 5)**  
**Fifth Grade Academy of Dover**

Overview and Purpose: Students will write a Response to Literature on Demand	Educational Standards Addressed: <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.W.1 a, b, d, CC.5.W.2a, b, CC.5.W.3 a, b, d, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.8, CC.5.W.9 a, CC.5.W.10</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How do I narrow my focus on a topic?</li> <li>How do I organize my writing?</li> <li>When should I delete information from my writing?</li> <li>What information is needed in a response to literature?</li> </ul>	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>Write the rough draft of their Response to Literature.</li> <li>Peer conference to revise writing.</li> <li>Identify and delete information that is off topic in a writing sample.</li> <li>Publish their Response to Literature on the computer and in video.</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Writing Folder</li> <li>*Transparency LA 44</li> </ul>
Information: (Give and/or demonstrate necessary information.)	<ul style="list-style-type: none"> <li>Whole Group: Explain to students that they will practice writing a timed Response to Literature. <ul style="list-style-type: none"> <li><b>Analyze the Prompt:</b> Display Transparency LA 44 to identify the topic, focus and what examples to use. Review the features of a good response to literature and the information to include. Remind students that making a list is a good way to organize ideas before writing. Discuss budgeting time and the approximate time to take for each step of writing.</li> </ul> </li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Write:</b> Provide students with 45 minutes to complete their response, reminding them of the time remaining in ten minute increments.</li> <li>- <b>Discuss:</b> Allow students to share their feeling on the timed response experience and any questions that they may ask.</li> </ul>	
<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Rough Draft.</li> <li>• Use of time.</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>• Response to Literature on Demand.</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: N/A

**Language Arts/ Island of the Blue Dolphins (Theme 2 Common Goals: Lesson 2, Day 1)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, utilize characters motives and actions to identify the theme of a passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<b>Big Ideas/ Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral</li> </ul>	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does theme relate to text structure?</li> </ul>

<p>communication.</p> <ul style="list-style-type: none"> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>		
<p>Materials Supplemented with Harcourt Trophies Curriculum, Theme 2 Lesson 10 for the purpose of increasing text complexity.</p>		
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Decode words based on medial syllable patterns.</li> <li>• Use context clues and knowledge of multiple meaning words to develop meanings for unknown vocabulary words.</li> <li>• Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Poem Posters</li> <li>*Transparency LA 45 (Spell)</li> <li>*Word Attack Chart</li> <li>*Illustration Paper</li> <li>*Fluency Recording Sheet</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, Day 1, review answers to posed question (Teachers Guide pg 96)</li> <li>- <b>Read the selection Read Aloud</b>, aloud to the class “Sea Slant and Long Trip” poems (TROPHIES: Teachers Guide pg 224G) Review the genre of poetry, and set a purpose for reading, listen for enjoyment. Interact with the text with questions from TROPHIES: Teachers Guide pg 224H.</li> <li>- <b>Model Oral Fluency: Expression</b>, Display posters of the poems and tell students that good readers read with expression that is appropriate for the text. Reread the displayed passage from the read aloud, with appropriate expression as students follow along. Point out that the stanzas of the poem assist with determining appropriate expression and pace.</li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a nonfiction internet source “Basic Facts About Dolphins” for one minute. They have two tasks; first they are to focus on the main ideas in the source. Their second job is to mark the place in the source where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record what the main idea from the source in the first box.</li> <li>- <b>Administer the Spelling Pre-Test</b> (Teachers Guide pg 142), once students have recorded their responses onto their pre-test, display the top portion of Transparency LA 45 allowing students to self check their spelling. Display the bottom portion of Transparency LA 45 to discuss the word meanings. Write ballad on the board, read it aloud, and divide it into syllables. Explain that in most words with the VCCV pattern, the words are divided into syllables between the consonant pair. The first syllable has a short vowel or schwa sound (unaccented syllable). Ask students to sort</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*Poster of Poems from Read Aloud</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>the spelling words based on the double consonant in their notebooks.</p> <ul style="list-style-type: none"> <li>- <b>Word Attack</b>, Guide students to decode words with the VCCV pattern. Write the words excellent and summary on the board, underlining the double consonants in medial position. Double consonants can stand for one sound and that the words are divided into syllables between two consonants. Guide students to categorize words by the number of syllables on a chart. Allow them to complete with the remaining words Teachers Guide pg 139, with an elbow buddy.</li> <li>- <b>Introduce the Vocabulary Power</b> (TROPHIES: Teachers Guide pg 224 – 225) Distribute the vocabulary story to students and ask a volunteer to read aloud the introduction on page 224. Ask students to read the remaining text with a partner. Reminding them to use context clue strategies and multiple meaning words as they read. Have them discuss proposed definition of the words with their partner. Allow students to illustrate one vocabulary word from the text.</li> </ul>	
<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Fluency Recording Sheet/ Main Idea chart</li> <li>• Students will take the Spelling Pre-Test</li> <li>• Student responses to comprehension questions from Read Aloud</li> <li>• Decoding syllables for word attack</li> <li>• Partner work to illustrate a vocabulary word</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Spelling Packet Due Day 5, Read the Story pg 226 – 236 (Trophies)</p>

**Language Arts/ Island of the Blue Dolphins (Theme 2 Common Goals: Lesson 2, Day 2)**  
**Fifth Grade** **Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, utilize characters motives and actions to identify the theme of a passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5</li> </ul>
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		a, b, CC.5.L.6
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>		<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does theme relate to text structure?</li> </ul>
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Utilize character’s qualities, motivations and actions to determine the theme of a story.</li> <li>• Relate feelings to build background knowledge on a topic.</li> <li>• Monitor reading by asking questions.</li> <li>• Make and adjust predictions based on the selection.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>* Transparency R 28 &amp; 29 (Ask Questions)</li> <li>*Prior Knowledge Web</li> <li>*Notebook</li> <li>*Copies of Selection</li> <li>*Story Map</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day: Day 1, review answers to posed question (TROPHIES: Teachers Guide pg 224 C)</li> <li>- <b>Review Theme</b>, (Student Book pg 174 – 175) Read page 174 with students and review the main points of theme. Have volunteers read page 175 aloud reminding them that a character’s qualities can help reveal the theme. Model the Think Aloud on Teacher’s Guide pg 106 – 107, and guide students to identify the character’s actions and motives. Discuss how Alex’s actions support the theme.</li> <li>- <b>Comprehension Strategy: Ask Questions</b>, Remind students that they can monitor their own understanding of the text as they read, pausing to ask themselves questions. Display Transparency R 28 and identify the topics they may ask questions about when monitoring their reading. Explain that readers can often answer their own questions by using what they have learned or asking questions can help them set a purpose for reading the next part of the text. Ask a volunteer to read aloud from Transparency R 29. Model the Think Aloud (Teachers Guide pg 108 – 109), and then ask volunteers to reread the passages. Ask students to share any questions that they may have about the text. Record their questions on the board. First have students identify the topic the question is on and then work together to answer the</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*</li> <li>*</li> </ul>

	<p>question.</p> <ul style="list-style-type: none"> <li>- <b>Build Background</b> for the selection. Invite students to share what they know about islands. Then invite them to Think/Pair/Share with a neighbor how it would feel being stranded on an island. Group pairs together and allow them to share their feeling on a web. Ask groups to share their feelings with another group. Ask questions from TROPHIES: Teacher’s Guide pg 224K to develop concepts from the story.</li> <li>- <b>Genre Reflection:</b> Have students read the genre information on TROPHIES page 226 then have them preview the selection. Ask them what they think it will be about based on the preview and the characteristics of historical fiction. Instruct students to record their predictions in their notebooks.</li> <li>- <b>Read the Selection:</b> Read the excerpt from the selection “Island of the Blue Dolphins” (TROPHIES: Teacher’s Guide 226) orally to students, pausing to adjust predictions from the story. Encourage students to complete a story map as you read, identifying the characters, setting, conflict and solution.</li> <li>- <b>Character Qualities:</b> Discuss Karana’s qualities, actions and motives within the story to assist in identifying the theme.</li> </ul>	
<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Generate prior knowledge web</li> <li>• Make and adjust predictions for the selection</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Vocabulary Definitions and Sentences, Read the Story pg 226 – 236 (Trophies)</p>

**Language Arts/ Island of the Blue Dolphins (Theme 2 Common Goals: Lesson 2, Day 3)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, utilize characters motives and actions to identify the theme of a</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4,</li> </ul>
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<p>passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.</p>	<p>CC.5.RI.5, CC.5.RI.6, CC.5.RI.7, CC.5.RI.9, CC.RI.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</p>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does theme relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Discuss the theme of the story and text features that support it.</li> <li>• Explain the differences among simple and complex sentences.</li> <li>• Work with a partner to read the selection.</li> <li>• Write a postcard telling friends about a new place.</li> <li>• Extend vocabulary word meanings.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Interactive Whiteboard</li> <li>*Chart Paper</li> <li>*Practice Book page 39</li> <li>*Transparency LA 46</li> <li>*Transparency (Passage from Island of the Blue Dolphins)</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day: Day 2, review answers to posed question (TROPHIES: Teachers Guide pg 159)</li> <li>- <b>Review Vocabulary:</b> Share sentences and definitions from homework, reviewing from the Interactive Whiteboard. Orally ask questions from (TROPHIES) Teacher’s Guide pg 224 to extend word meanings.</li> <li>- <b>Theme:</b> Remind students that the theme of the story is its message or moral and use the points on Teacher’s Guide page 134 to summarize theme. Guide students to identify Karana’s qualities, motives, and actions in the story. Record the detail on a three box chart. Work with students to identify the theme and add a box at the bottom of the chart for the theme. Assign partners to complete Practice Book page</li> </ul>	
		<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Story Map from Day 2</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>39.</p> <ul style="list-style-type: none"> <li>- <b>Partner Read the Selection:</b> Assign partners to reread the selection, and to complete their story map while they read. If groups finish early they should try to use the story map to summarize the selection.</li> <li>- <b>Grammar: Sentences</b> Display Transparency LA 46 and read the top box aloud to define simple and complex sentences. Read sentence one with students and discuss what makes it a simple sentence, pointing out the subject and verb. Then read sentence two and discuss what makes it a complex sentence. Point out the two subject and two verbs and the underlined conjunction. Have students locate the subjects and verbs in sentences three and four and ask them to identify the conjunctions.</li> <li>- <b>Writing:</b> (Teachers Guide pg 144) Tell students that they will be writing a journal entry that describes their thoughts and feelings about an enjoyable event they have experienced. Remind them that all the details in their journal entry should focus on the topic of the entry. Display a passage from the story page 228. Point out that the sentences follow the one main idea: packing to leave the island. Make a web and ask volunteers to share details that support this idea.</li> <li>• Small Groups: <i>Rotate every 15 minutes:</i> Teacher- Theme (Teacher's Guide S 12/13, Seatwork- Answer Think and Respond Questions, Writing Center- Day 2 Prompt</li> </ul>	
<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Identify the theme of the story</li> <li>• Identify features of simple and complex sentences</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for Theme Quiz and Complete Think and Respond Questions</p>

**Language Arts/ Island of the Blue Dolphins (Theme 2 Common Goals: Lesson 2, Day 4)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV,</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5,</li> </ul>
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<p>utilize characters motives and actions to identify the theme of a passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.</p>	<p>CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</p>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does theme relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Analyze compound subjects and predicates in simple subjects.</li> <li>• Recognize features of poetry.</li> <li>• Respond to text to self, text to text, and text to world questioning.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Vocabulary word pictures</li> <li>*Construction Paper for Chains</li> <li>*Transparency LA 46</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading Days 1 &amp; 2: Display sentences to correct independently and discuss changes (Teachers Guide pg 96)</li> <li>- <b>Take Theme Quiz</b></li> <li>- <b>Review Think Critically Questions</b> Respond to questions from homework, allowing students to share their though processes in answering the questions.</li> <li>- <b>Vocabulary Review:</b> Use pictures of the vocabulary words to assist in conveying the meaning of the words (TROPHIES Teacher’s Guide pg 258).</li> <li>- <b>Spelling Strategies:</b> (Teacher’s Guide pg 143) Day 4- Explain that in longer words, if the first vowel sound is short and is followed by a single consonant sound, the consonant sound is often spelled with a double letter. Day 3- Have small groups of students make word chains. Tell them to begin by writing one of the Spelling Words and continue by using a letter in that word to</li> </ul>	

	<p>connect to another word. Encourage students to use six of the Spelling Words in their chains.</p> <ul style="list-style-type: none"> <li>- <b>Grammar: Sentences:</b> Day 2-Display Transparency LA 46 and read aloud the bottom box. Tell students that sentence 5 is a simple sentence with a compound subject and that sentence 6 is a simple sentence with a compound predicate. Allow students to explain your statements. Invite them to locate the compound subject and predicate in sentences 7 &amp; 8.</li> <li>- <b>Introduce Compare Texts:</b> (STORYTOWN Teacher’s Guide pg 192 – 194, Student Book pg 220 – 221) (TROPHIES: 238 – 239) Tell students that they will be listening to several poems. Ask volunteers to choose a poem to read aloud. Guide students to analyze the poems (Teacher’s Guide page 130). Identify and explain the limerick, rhyming poem, haiku, and rhyming couplet. Ask the guided questions from both Teacher’s Guides. Instruct students to answer the comparison questions 2, 3, and 5 from (TROPHIES) Souvenir on page 240.</li> </ul>	
<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the daily proofreading</li> <li>• Student responses to comprehension questions from Paired Selection</li> <li>• Students will apply information sentences to explain compound subjects or predicates in simple sentences.</li> <li>• Analyze poems</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Theme Quiz</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for Spelling Test, Spelling Packet Due, Read the Paired Selection pages 194 – 195 and 239.</p>

**Language Arts/ Island of the Blue Dolphins (Theme 2 Common Goals: Lesson 2, Day 5)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, utilize characters motives and actions to identify the theme of a passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4,</li> </ul>
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	CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does theme relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Use context clues to correctly define unfamiliar words.</li> <li>• Identify the types of references sources and why they are used.</li> <li>• Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>• Extend word meaning to current and previously learned vocabulary words.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 47(Gramm)</li> <li>*Spelling Test</li> <li>*Fluency Recording Sheet</li> <li>*Vocabulary Practice page</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading: Days 3 &amp; 4, Display sentences to correct independently and discuss changes (Teachers Guide pg 97)</li> <li>- <b>Take Spelling Test</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a nonfiction internet source “Basic Facts About Dolphins” for one minute. They have two tasks; first they are to focus on the details in the source while reading. Their second job is to mark the place in the source where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record details from the source in the second box.</li> <li>- <b>Fluency:</b> Model fluency expression from the selection (Teacher’s Guide pg 140). Read the passage from (TROPHIES) page 231, asking students to follow along. Reread the text and tell students to pay attention to your use of pace, volume, and intonation to express characters’ feelings as well as the overall mood of the page. Then have students chorally read the passage with you. Next, have students echo track reading on page 231 beginning at the first sentence with students matching your</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>expression, with appropriate changes in pace, tone, and volume. Finally, Pair stronger readers with weaker readers to listen to the words the partners expressiveness, focusing on appropriate changes in pace, volume, and intonation from page 231. Then students can switch roles.</p> <ul style="list-style-type: none"> <li>- <b>Vocabulary Strategies:</b> Remind students that when they encounter an unfamiliar word, they can use context, or the surrounding words and phrases, to help determine its meaning. Read aloud the sentence from pg 229 “The wind blew fierce gusts as we left the village, stinging our faces with sand.” Model using context to determine the meaning of fierce, “Wind and stinging” make me think the wind is blowing very hard, so I think fierce means strong. Allow students to identify the meaning of chieftain from the sentence, “He was the chieftain of the white men, for he began to shout orders which they quickly obeyed.” Ask the questions, Teacher’s Guide pg 138, to guide students to use context clues and develop the meaning of chieftain.</li> <li>- <b>Vocabulary Review:</b> Distribute the Vocabulary Passage (TROPHIES Teachers Guide pg 224L) to students. Model identifying multiple meaning words to assist in defining vocabulary words.</li> <li>- <b>Grammar:</b> Day 3- Display Transparency LA 47 directing students to information in the lower box. Then discuss items 1 and 2, pointing out the run-on sentence and the comma splice as well as the corrections. Have students correct the items 3 – 6. Then have them write three compound sentences. Tell them to be sure to use a comma and a conjunction.</li> </ul>	
<p><b>Assessment:</b>  (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Detail chart</li> <li>• Students will correct run on sentences to be correct complex sentences.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Test</b></li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> <li>• Pair stronger readers with readers who need fluency support.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Vocabulary Practice page, Study for Vocabulary, Read the Selection Vocabulary (TROPHIES) pages 224 – 225.</p>

**Fifth Grade**

**Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, utilize characters motives and actions to identify the theme of a passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does theme relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Identify types of genres and apply knowledge of historical fiction.</li> <li>Use compound sentences correctly in writing.</li> <li>Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>Identify similes and figurative language within a text.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Interactive Whiteboard</li> <li>*Vocabulary Quiz</li> <li>*Fluency Recording Sheet</li> <li>*Practice Book page 41</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>Whole Group: Daily Proofreading, Day 5, Display sentences to correct independently and discuss changes (Teachers Guide pg 98)</li> <li>- <b>Take Vocabulary Quiz</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a nonfiction internet source “Basic Facts About Dolphins” for one minute. They have two tasks; first they are to focus on the connections or responses to the source while reading. Their second job is to mark the place in the source where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>their reading fluency for expression, speed and intonation. Next they are to write their response or connection to the source in the third box.</p> <ul style="list-style-type: none"> <li>- <b>Literary Criticism:</b> Remind students that when they evaluate literature, they should think about the effectiveness of the author’s choice of language and story structure. Then review the questions from Teacher’s Guide pg 136. Remind students that “Island of the Blue Dolphins” is a historical fiction story, and review the genre characteristics. Then ask pairs to think about what they expect the setting, events, and characters to be like in a historical fiction story. Have them discuss and share with their classmates whether this selection met those expectations.</li> <li>- <b>Narrative Forms:</b> Review with students that narrative text may be fiction or nonfiction and that it tells a story. The purpose of narrative fiction is often to entertain or teach a lesson. The purpose of narrative nonfiction is to give information in an entertaining way. Draw a web as shown on Teacher’s Guide page 137 on chart paper. Work with students to list different kinds of narrative texts. Discuss the characteristics of each genre. Then ask students to tell how their knowledge of genres can help them choose their own reading.</li> <li>- <b>Partner Read:</b> Pair students and instruct them to read the story and look for examples of similes and figurative language in the story. They can record their notes in their notebooks.</li> <li>• Small Group- <i>Three groups will rotate every 15 minutes:</i> Teacher led- Selection Comprehension, TRPOHIES Teacher’s Guide pg S 60 – 61, Writing Center- Complete (Day 3), Seatwork- Practice Book page 41</li> </ul>	
<p><b>Assessment:</b>  (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Connection &amp; Response chart</li> <li>• Identify similes and figurative language in the story.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Quiz</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for the Story Test and Grammar Quiz, Read the Story pg 226 – 236 (Trophies)</p>



<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, utilize characters motives and actions to identify the theme of a passage, read with expression, create complex sentences using conjunctions, and model speaking and listening.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does theme relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Use strategies to speak with expression and apply listening strategies to attend to a speaker.</li> <li>Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>Understand and use the features of a variety of print publications.</li> <li>Work in a group to research topics from “Island of the Blue Dolphins”.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Story Test</li> <li>*Grammar Quiz</li> <li>*Fluency Recording Sheet</li> <li>*Peer Conference Checklist</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>Whole Group: Question of the Day (Day 5), Review answers to posed question (Teachers Guide pg 98)</li> <li>- <b>Individual Fluency Practice:</b> Explain to students that their job is to finish the nonfiction internet source “Basic Facts About Dolphins”. Then instruct them to turn to the fluency recording sheet and rank their reading fluency for expression and intonation. Next they are to write a summary of the story based on the other responses and share it with a partner.</li> <li>- <b>Take Story Test</b></li> <li>- <b>Take Grammar Quiz</b></li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Speaking and Listening Posters</li> <li>*</li> <li>*Make sure the library is available</li> <li>*</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Speaking and Listening:</b> Review the Speaking and Listening Strategies posters and invite students to share their writing from Day 1 with the class describing an event. Review with the audience to be attentive to the speaker.</li> <li>- <b>Media Literacy:</b> Tell students that if they want to read about inhabitants of islands, they can choose from a variety of publications. Discuss with students the chart of sources on Teacher’s Guide page 149. Model the Think Aloud for choosing a particular source. Organize students into groups, and ask them to choose a topic related to “Island of the Blue Dolphins”. Ask each group to search in the library for print information about their topic. Have group members present their findings to the class, describing which types of publications were most useful.</li> </ul>	
<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Students will answer the Question of the Day</li> <li>• Fluency Recording Sheet/ Summary</li> <li>• Complete Writing Prompt</li> <li>• Work in a group to provide examples of print media</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>• Story Test</li> <li>• Grammar Quiz</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: N/A

**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 1)  
Fifth Grade  
Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<b>Big Ideas/ Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make</li> </ul>	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> </ul>

<p>predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Decode words based on medial syllable patterns.</li> <li>• Use context clues and synonyms to develop meanings for unknown vocabulary words.</li> <li>• Identify the structure of a biography.</li> <li>• Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency R 31(Phrasing)</li> <li>*Transparency LA 51 (Spell)</li> <li>*Word Web</li> <li>* Thesaurus</li> <li>*Transparency LA 54 (Writing)</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 158)</li> <li>- <b>Read the selection Read Aloud</b>, aloud to the class “George Washington” (Teachers Guide pg 166) Review the genre of the story, biography, and set a purpose for reading, learn to listen. Interact with the text with questions from Teachers Guide pg 167.</li> <li>- <b>Model Oral Fluency: Phrasing</b>, (Teachers Guide pg 166) Display Transparency R 31 Explain to students that good readers pause between groups of words and use punctuation marks to guide their phrasing. Read the displayed passage from the read aloud, with appropriate phrasing as students follow along. Point out that punctuation marks help readers to know when to pause.</li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a passage from “If You Were There in 1776” for one minute. They have two tasks; first they are to focus on the main ideas in the passage. Their second job is to mark the place in the passage where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record what the main idea from the passage in the first box.</li> <li>- <b>Administer the Spelling Pre-Test</b> (Teachers Guide pg 204), once students have recorded their responses onto their pre-test, display the top portion of Transparency</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>LA 51 allowing students to self check their spelling. Display the bottom portion of Transparency LA 51 to discuss the word meanings. Divide the word capture into syllables. Tell students that words with the VCCV pattern are usually divided into syllables between two consonants. Have students copy the chart into their notebooks and fill in the appropriate spelling words.</p> <ul style="list-style-type: none"> <li>- <b>Word Attack</b>, (Teachers Guide pg 201) Guide students to decode words with the VCCV pattern. Model with the word basket and tell students that it has two syllables. Point out that the letters aske form the VCCV pattern. Explain that each consonant in the middle of the word basket stands for its own sound and that the syllables are divided between two consonants S and k. Continue to practice with the word bother and point out the othe (VCCV), explain that this VCCV pattern has only one sound, because the syllables th only make one sound. Provide students with the words from the Teachers Guide to identify the words as one or two syllables with the VCCV pattern.</li> <li>- <b>Introduce the Robust Vocabulary</b> (Student Book pg 202 – 203) (Teachers Guide pg 173 – 175) Read over the vocabulary words, decoding as in word attack if needed. Instruct students to read through the vocabulary story “Bunker Hill” using context clues to determine word meaning. Have students turn to a partner to discuss proposed definition of the words. Break students into groups to make a web of a vocabulary word with words that are related to its meaning. Allow students to use thesauruses if needed and display the words for a gallery walk.</li> <li>- <b>Writing</b> (Teachers Guide pg 206) Tell students that they will be writing a biography. Remind them that a biography presents important facts about a person’s life in chronological order. Explain that it is important to organize events in the order in which they occurred. Display Transparency LA 54. Read aloud the passage, and then help students complete the graphic organizer. Point out words and phrases that show the order of events.</li> </ul>	
<p><b>Assessment:</b>  (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Fluency Recording Sheet/ Main Idea chart</li> <li>• Students will take the Spelling Pre-Test</li> <li>• Student responses to comprehension questions from Read Aloud</li> <li>• Decoding syllables for word attack</li> <li>• Group work of vocabulary word meanings from word web</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>

Summary/Reflection:		Homework: Spelling Packet Due Day 5, Read the Story pg 204 – 218
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**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 2)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does sequencing relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Recognize, read, and spell words with VCCVs.</li> <li>Identify time order words and relate them to sequencing.</li> <li>Conduct research to build background knowledge on a topic.</li> <li>Explain the purpose of graphic organizers and identify the types and purposes.</li> <li>Use text structure in choosing a graphic organizer to use.</li> <li>Recall the characteristics of narrative nonfiction.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Transparency R 32 &amp; 33</li> <li>*Chart Paper</li> <li>*Reference Sources</li> </ul>
<p>Information:</p>	<p>Other Resources: (e.g. Web, books,</p>	

<p>(Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 159)</li> <li>- <b>Introduce Sequence</b>, (Teacher’s Guide pg 168 – 169) (Student Book pg 200 – 201) Instruct students to read page 200, review the information orally. Summarize the text structure and sequence notes. Explain that if there are no time order words readers should think about the order in which events happened, tracking the events will help them understand what happened. Have volunteers read page 201 aloud. Model how to use the time order words to understand the sequence of events through the Think Aloud.</li> <li>- <b>Comprehension Strategy: Use Graphic Organizers</b>, (Teachers Guide pg 170 – 171) Tell students that one way readers can make sense of texts they read is to use graphic organizers. Define a graphic organizer as a tool for visually organizing text. Explain that as they read, they can fill information into a chart or diagram. By organizing the information, they can make sense of the text and relate events. Display Transparency R 32 and explain the uses of each of the graphic organizers shown. Point out that they should identify the text structure, and then an organizer to input the information into. Display Transparency R 33 and have volunteers read the paragraphs. Assist students in identifying the text structure and fill in the sequence chart together. Discuss how the graphic organizer can assist to better understand the passage information.</li> <li>- <b>Build Background</b> for the selection, (Teacher’s Guide pg 172). Tell students that the next selection they will read is about George Washington and two major battles he was involved in at the beginning of the Revolutionary War. Pair students and ask partners to use reference sources to identify information on George Washington or the Revolutionary War. Chart the ideas together and discuss the information.</li> <li>- <b>Genre Reflection:</b> Discuss Narrative Nonfiction from Student Book page 204. Discuss the characteristics of narrative nonfiction and instruct students to scan the text for words and dates that indicate time order.</li> <li>- <b>Read the Selection:</b> Read the selection, “When Washington Crossed the Delaware” orally to students, pausing to ask and answer questions from the passage (Student Book page 204). Summarize events up to 1776 from the chart on (Teacher’s Guide pg 178).</li> <li>- <b>Vocabulary Review:</b> Reinforce word meanings through questions (Teacher’s Guide pg 203).</li> </ul>	<p>etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*George Washington and Revolutionary War Reference Sources</li> <li>*</li> <li>*</li> <li>*</li> </ul>
<p><b>Assessment:</b>  (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Generate prior knowledge chart</li> <li>• Research information on George Washington and the Revolutionary War</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> </ul>

		<ul style="list-style-type: none"> <li>• Some students may receive modified practice or number of items on assignments.</li> <li>• Ability Groups (lower research George Washington, higher Revolutionary War)</li> </ul>
Summary/Reflection:		Homework: Vocabulary Definitions and Sentences, Read the Story pg 204 – 218

**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 3)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Identify text structure to follow the sequence of a story.</li> <li>• Use a sequence graphic organizer to retell the events within a story.</li> <li>• Act out and find preposition/ noun relationships.</li> <li>• Work with a partner to read the selection.</li> <li>• Tell the sequence of events in a biography.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency R 34 (Vocab.)</li> <li>*Interactive Whiteboard</li> <li>*Challenge Book page 44</li> <li>*Transparency LA 52</li> <li>*Notebooks</li> <li>*Graphic Organizer</li> <li>*Transparency LA 55</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 159)</li> <li>- <b>Review Vocabulary:</b> Share sentences and definitions from homework, reviewing from Transparency R 34 or on the Interactive Whiteboard. Orally ask questions from Teacher’s Guide pg 203 to extend word meanings.</li> <li>- <b>Text Structure-Sequence:</b> Remind students that authors of nonfiction selections use a specific text structure to present information. Have students look back in the passage and analyze the sequence of events. Ask questions (Teacher’s Guide pg 196) for students to look back within the text to answer. Read or pass out the passage from the Challenge Practice Book page 44 on Jamsetown. Model identifying the first time order word and fill in a sequence graphic organizer. Allow students to work with a partner to complete the organizer.</li> <li>- <b>Partner Read the Selection:</b> Assign partners to reread the selection, and to complete a sequence graphic organizer while they read. Remind them that the sequence organizer can help them focus on events in order. If groups finish early they should try to use the organizer to orally retell the battles from the passage.</li> <li>- <b>Preposition Game:</b> Introduce prepositions as words that tell locations of items. Ask all students to stand <i>beside</i> their desks, then to safely sit <i>above</i> their desks, then ask them to walk <i>around</i> the desks and finally to kneel <i>under</i> their desks. Explain that the words beside, above, around and under all prepositions. Display Transparency LA 52, and ask a volunteer to read the definition of a preposition. Instruct students to look at the sentences on the transparency, guide them that in sentence one, the word during is underlined as the preposition and war is circled, this shows that the event happened when the war was going. Continue with sentence two then have students work with an elbow buddy to identify the prepositions and nouns they are relating to for the remaining sentences in their notebooks. If they finish early ask them to tell if the preposition/ noun relationship tell when or where.</li> <li>- <b>Writing:</b> Display Transparency LA 55 and ask a volunteer to read it aloud. Ask students, “How were the events organized in the article.” Discuss how the writer</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>



	included dates, ages and signal words to show the order. Complete the sequence graphic organizer together.	
<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Identify the sequence from the Jamestown story</li> <li>• Work with a partner to complete a sequence graphic organizer</li> <li>• Identify preposition/ noun relationships</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Study for Sequence Quiz and Complete Think Critically Questions

**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 4)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<b>Big Ideas/ Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> </ul>	<b>Essential Question:</b> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<ul style="list-style-type: none"> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>		
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Analyze preposition/ noun relationships to identify prepositional phrases.</li> <li>• Respond to text to self, text to text, and text to world questioning.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 53 (Gramm)</li> <li>*Interactive Whiteboard</li> <li>*Sequence Quiz</li> <li>*Two Syllable Spelling Words</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading: Display sentences to correct independently and discuss changes (Teachers Guide pg 158) <ul style="list-style-type: none"> <li>- <b>Take Sequence Quiz</b></li> <li>- <b>Review Think Critically Questions</b> Respond to questions from homework, allowing students to share their thought processes in answering the questions.</li> <li>- <b>Spelling Strategies:</b> (Teacher's Guide pg 205) Day 4- Tell students that one way to spell a longer word is to divide it into syllables and spell each syllable separately. Write the words whisper, wisdom, and chimney on the board. Have students mark where the syllables are. <ul style="list-style-type: none"> <li>Day 3- Divide students into groups of two or four. Provide groups with two syllable spelling words to cut apart at the syllable. Instruct them to lay out the word parts and to take turns matching word parts to make a word.</li> </ul> </li> <li>- <b>Prepositional Phrases:</b> Display Transparency LA 53 and read the information in the top box. Explain that about is a preposition and Alexander Hamilton is the object. The three words make up a prepositional phrase. Guide students to identify the prepositional phrases in the next three sentences. Write two open ended sentences and guide students to complete the phrases.</li> <li>- <b>Introduce Compare Text:</b> (Teacher's Guide pg 192 – 194, Student Book pg 220 – 221) Tell students that they will read a poem that tells what happened before and after General Washington led the soldiers across the Delaware River. Model rhythmic language by reading the poem aloud as students follow along. Then have them read chorally. Paraphrase sections from the Declaration of Independence to extend the meaning (For Example: self evident= plain to see). Ask questions to respond to the poem.</li> </ul> </li> <li>• Small Group- <i>Three groups will rotate every 15 minutes:</i> Teacher led- Prepositional Phrases, Teacher's Guide pg S 28 – S 29, Writing Center- Sequence events in life, begin to write autobiography (Day 3), Seatwork- Answer the Compare Text questions on page 222.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the daily proofreading</li> <li>• Student responses to comprehension questions from Paired Selection</li> <li>• Students will apply information on the preposition/ noun relationship to find and form prepositional phrases</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Sequence Quiz</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for Spelling Test, Spelling Packet Due, Read the Paired Selection pages 220 – 221.</p>

**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 5)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Recognize, read, and spell words with VCCVs.</li> <li>● Analyze preposition/ noun relationships to identify prepositional phrases.</li> <li>● Identify the types of references sources and why they are used.</li> <li>● Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>● Extend word meaning to current and previously learned vocabulary words.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 53(Gramm)</li> <li>*Transparency R 35 (Ref Sour)</li> <li>*Practice Book page 45 *Spelling Test</li> <li>*Fluency Recording Sheet</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>● Whole Group: Daily Proofreading, Display sentences to correct independently and discuss changes (Teachers Guide pg 129)</li> <li>- <b>Take Spelling Test</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a passage from “If You Were There in 1776” for one minute. They have two tasks; first they are to focus on the details in the passage while reading. Their second job is to mark the place in the passage where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record details from the passage in the second box.</li> <li>- <b>Fluency:</b> Model fluency phrasing from the selection (Teacher’s Guide pg 202). Read the passage from page 209, asking students to follow along. Reread the text and tell students to notice how the punctuation shows where the pauses should occur between groups of words. Then have students chorally read the passage with you. Next, have students echo track reading on page 209 beginning at the first sentence with students matching your phrasing. Finally, Pair stronger readers with weaker readers to listen to the words the partner phrases from page 212. Then students can switch roles.</li> <li>- <b>Reference Sources:</b> Review reference sources from Teacher’s Guide pg 198. Display Transparency R 35 and have volunteers read over the What and Why for each reference source. Model the Think Aloud and ask the questions from Teacher’s Guide page 199. Complete Practice Book page 45.</li> <li>- <b>Vocabulary Review:</b> Extend word meaning by using words from the previous lessons as well (Teacher’s Guide pg 203).</li> <li>- <b>Grammar:</b> Day 3- Display Transparency LA 53 directing students to look at the lower box and read sentences 4 – 6. Explain that the sentences are not in order to show prepositional phrases. Ask students to rewrite the sentences moving the prepositional phrases to make them correct. Display the word box from Grammar Practice Book page 28. Orally ask students questions 6-12 and have students record their choices on an exit ticket.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Detail chart</li> <li>• Use information to correctly relate reference sources.</li> <li>• Students will correct sentences to form prepositional phrases and fill in the correct preposition for a sentence.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Test</b></li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> <li>• Pair stronger readers with readers who need fluency support.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Vocabulary Practice page 42, Study for Vocabulary and Grammar Quizzes, Read the Selection Vocabulary pages 202 – 203.</p>

**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 6)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<p>communication.</p> <ul style="list-style-type: none"> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>		
<p><b>Objectives:</b> (Specify skills/information that will be learned.)</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Identify the structure of a biography and use the time order to write an autobiography.</li> <li>• Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Interactive Whiteboard</li> <li>*Vocabulary Test and Grammar Quiz</li> <li>*Fluency Recording Sheet</li> </ul>
<p><b>Information:</b> (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading, Display sentences to correct independently and discuss changes (Teachers Guide pg 129) <ul style="list-style-type: none"> <li>- <b>Take Vocabulary Test and Grammar Quiz</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a passage from “If You Were There in 1776” for one minute. They have two tasks; first they are to focus on the connections or responses to the passage while reading. Their second job is to mark the place in the passage where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to write their response or connection to the passage in the third box.</li> <li>- <b>Review Character’s Motives:</b> (Teacher’s Guide pg 200) Remind students that they have learned to use story information and what they know about how people behave in real life to understand a character’s motives in a fiction story. Tell them that they can use the same information to tell the character’s motives in narrative nonfiction. Ask questions to guide students to identify General Washington’s motives in the selection.</li> </ul> </li> <li>• Small Group- <i>Three groups will rotate every 15 minutes:</i> Teacher led- Selection Comprehension, Teacher’s Guide pg S 24, Writing Center- Complete autobiography (Day 3), Partner Read-Pair students and instruct them to read the story and look for the two idioms and examples of figurative language in the story. They can record their notes in their notebooks.</li> </ul>	<p><b>Other Resources:</b> (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Connection &amp; Response chart</li> <li>• Identify idioms and figurative language in the story.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Test</li> <li>• Grammar Quiz</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number</li> </ul>

		of items on assignments.
Summary/Reflection:		Homework: Study for the Story Test, Read the Story pg 204 – 218

**Language Arts/ When Washington Crossed the Delaware (Theme 2 Common Goals: Lesson 3, Day 7)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCV, respond to a biography and write an autobiography, interact with the media, and identify prepositions and prepositional phrases.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does sequencing relate to text structure?</li> </ul>	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>Identify the structure of a biography and use the time order to write an autobiography.</li> <li>Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>Identify interactive media, explain their purposes, give examples and tell what they are used for.</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Story Test</li> <li>*Fluency Recording Sheet</li> <li>*Peer Conference Checklist</li> </ul>
Information: (Give and/or demonstrate	<ul style="list-style-type: none"> <li>Whole Group: Question of the Day &amp; Daily Proofreading (Day 5), Display sentences</li> </ul>	Other Resources: (e.g. Web, books, etc.)

necessary information.)	<p>to correct independently and discuss changes and review answers to posed question (Teachers Guide pg 129)</p> <ul style="list-style-type: none"> <li>- <b>Individual Fluency Practice:</b> Explain to students that their job is to finish the passage from “If You Were There in 1776”. Then instruct them to turn to the fluency recording sheet and rank their reading fluency for expression and intonation. Next they are to write a summary of the story based on the other responses and share it with a partner.</li> <li>- <b>Take Story Test</b></li> <li>- <b>Writing Prompt:</b> Remind students to focus on the writing trait Organization (Teacher’s Guide pg 207). Remind students to use the Peer Conference Checklist and Scoring Rubric when editing their writing. Complete the writing prompt from small group.</li> <li>- <b>Discuss Interactive Media:</b> Tell students that interactive media includes types of media that allow the user to actively participate in communicating or getting information. Work with students to create a list of different types of interactive media and purposes of each. Discuss the ways in which users interact within the various types of media, such as pressing buttons, clicking a link, or typing information. Have students form small groups. Tell them to add a third column to the chart and give an example of how they would use each type of media. Then discuss as a class which types of media are use for entertainment, information and communication.</li> </ul>	<p>* Writing from Day 6</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>
<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Students will answer the Question of the Day</li> <li>• Fluency Recording Sheet/ Summary</li> <li>• Complete Writing Prompt</li> <li>• Work in a group to provide examples of interactive media</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Story Test</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: N/A



<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does sequencing relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Recognize, read, and spell words with VCCCVs.</li> <li>Listen critically and respond appropriately to oral communication.</li> <li>Decode words based on medial syllable patterns.</li> <li>Use context clues and synonyms to develop meanings for unknown vocabulary words.</li> <li>Identify the organization and structure of a summary.</li> <li>Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency R 36 (Fluency)</li> <li>*Transparency LA 57 (Spell)</li> <li>*Transparency LA 60 (Writing)</li> <li>*Chart Paper/ for groups</li> <li>*Fluency Recording Sheet</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 220) <ul style="list-style-type: none"> <li><b>Read the selection Read Aloud</b>, aloud to the class “From the Notebooks of Leonardo” (Teachers Guide pg 228). Review the genre of the story, expository nonfiction, and set a purpose for reading, learn to listen for information. Interact with the text with questions from Teachers Guide pg 229.</li> <li><b>Model Oral Fluency: Phrasing</b>, (Teachers Guide pg 229) Display Transparency R 36, explain to students that good readers pause between groups of words that go together and use punctuation marks to guide their phrasing. Read the displayed</li> </ul> </li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	<p>passage from the read aloud, with appropriate phrasing as students follow along. Point out that the punctuation marks such as commas or dashes help readers to know which group of words should be read together.</p> <ul style="list-style-type: none"> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a passage from the biography “Leonardo da Vinci” for one minute. They have two tasks; first they are to focus on the main ideas in the passage. Their second job is to mark the place in the passage where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record what the main idea from the passage in the first box.</li> <li>- <b>Administer the Spelling Pre-Test</b> (Teachers Guide pg 264), once students have recorded their responses onto their pre-test, display the top portion of Transparency LA 57 allowing students to self check their spelling. Display the bottom portion of Transparency LA 57 to discuss the word meanings. Write the word concrete on the board and underline the VCCCV pattern, then divide the word concrete into syllables (con/crete). Point out that the blends stay together when VCCCV words are divided into syllables.</li> <li>- <b>Word Attack,</b> Write the words <u>wealthy</u> and <u>accomplish</u> on the board underlining the CCC consonants. Read the words aloud, reminding students that these words have three medial consonants. Model the explanations from Teachers Guide pg 261. Practice breaking the words healthy, sickness, imprecise, and explosion apart by syllables and chart them. Guide students to decode by syllables and then blend them to read the word.</li> <li>- <b>Introduce the Robust Vocabulary</b> (Student Book pg 228 – 229) (Teachers Guide pg 236 – 237) Read over the vocabulary words, decoding as in word attack if needed. Instruct students to read through the vocabulary story “Leonardo da Vinci” using context clues to determine word meaning. Have students turn to a partner to discuss proposed definition of the words. Break students into groups to make a chart of synonyms of the vocabulary words.</li> <li>- <b>Writing</b> (Teachers Guide pg 266) Tell students that writers must organize their ideas in a logical way. When they write a summary, they should restate the most important events in chronological order. Display a text from “Leonardo’s Horse” on Transparency LA 60. Ask volunteers to read the text aloud. Tell students that when the author summarized the text she used words such as first and then. Guide students to complete the graphic organizer.</li> </ul>	
<p><b>Assessment:</b>  (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Fluency Recording Sheet/ Main Idea chart</li> <li>• Students will take the Spelling Pre-Test</li> <li>• Student responses to comprehension questions from Read Aloud</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special</li> </ul>

	<ul style="list-style-type: none"> <li>Decoding syllables for word attack</li> <li>Group work of vocabulary word synonyms</li> </ul>	<p>education teacher push in.</p> <ul style="list-style-type: none"> <li>Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Spelling Packet Due Day 5, Read the Story pg 230 – 244

**Language Arts/ Leonardo's Horse (Theme 2 Common Goals: Lesson 4, Day 2)**  
**Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does sequencing relate to text structure?</li> </ul>

<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCCVs.</li> <li>• Identify time order words and relate them to sequencing.</li> <li>• Apply prior knowledge to build background on a story.</li> <li>• Explain the purpose of graphic organizers and identify the types and purposes.</li> <li>• Use text structure in choosing a graphic organizer to use.</li> <li>• Complete a sequence graphic organizer with a partner.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency R 37 &amp; 38 (GO)</li> <li>*Chart Paper (Organizer/ Sign)</li> <li>*Chart Paper (Background Wb)</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 220)</li> <li>- <b>Text Structure: Sequence</b>, (Teacher’s Guide pg 230 – 231) (Student Book pg 226 – 227) Instruct students to read page 226, review the information orally. Remind students that sequence is order in which events happen. Ask a volunteer to read the paragraph on page 227 aloud. Model using dates and time order words to understand the sequence of events through the Think Aloud.</li> <li>- <b>Comprehension Strategy: Review Graphic Organizers</b>, Remind students that writing important ideas and events in a graphic organizer will help them understand how those ideas and events relate to each other. Review the organizer styles on Transparency R 37 Review that when reading nonfiction, they should first identify the text structure to help them decide which graphic organizer to will best help them to keep track of the information. Create a chart (Teacher’s Guide pg 233) of signal words and the matching text structure. Display Transparency R 38, read aloud the first paragraph and Model the Think Aloud (Teachers Guide pg 232 – 233). Have a volunteer read aloud the second paragraph. Then have elbow buddies work to complete the sequence chart in their notebooks.</li> <li>- <b>Build Background</b> for the selection, (Teacher’s Guide pg 234). Tell students that in the next selection they will be reading about the sculptor Leonardo da vinci, who created a huge sculpture of a horse more than 500 years ago. Look up the word sculptor and sculpture in the dictionary and define them on the board. Ask students what they know about sculptures and make a web on chart paper.</li> <li>- <b>Genre Reflection:</b> Discuss Narrative Nonfiction from Student Book page 230. Discuss the characteristics of narrative nonfiction and instruct students to read the introduction page on 231 and look at the illustrations on the first four pages of the selection. Ask them to find clues that show that this selection is about real people.</li> <li>- <b>Read the Selection:</b> Read the selection, “Leonardo’s Horse” orally to students, pausing to ask and answer questions from the passage (Student Book page 230 - 244).</li> <li>- <b>Vocabulary Review:</b> Reinforce word meanings through questions (Teacher’s Guide pg 235).</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Spelling Packet</li> <li>*Art Connection- Sculptors</li> <li>*</li> <li>*</li> <li>*</li> </ul>

<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Work with a partner to complete a sequence graphic organizer</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> <li>•</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Vocabulary Definitions and Sentences, Read the Story pg 230 – 244</p>

**Language Arts/ Leonardo's Horse (Theme 2 Common Goals: Lesson 4, Day 3)**  
**Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<ul style="list-style-type: none"> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>		
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCCVs.</li> <li>• Identify text structure to follow the sequence of a story.</li> <li>• Use a sequence graphic organizer to retell the events within a story.</li> <li>• Identify phrases and independent clauses.</li> <li>• Correct phrases to be complete sentences and correct independent clause to be correct sentences.</li> <li>• Work with a partner to read the selection.</li> <li>• Tell the sequence of events in a passage.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Transparency R 39 (Vocab.)</li> <li>*Challenge Practice page 50</li> <li>*Transparency LA 58 (Gram)</li> <li>*Transparency LA 61 (Write)</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Question of the Day, review answers to posed question (Teachers Guide pg 221)</li> <li>- <b>Review Vocabulary:</b> Share sentences and definitions from homework, reviewing from Transparency R 39 or on the Interactive Whiteboard. Orally ask questions from Teacher’s Guide pg 263 to reinforce word meanings.</li> <li>- <b>Text Structure-Sequence:</b> Remind students that nonfiction author’s have different text structures. Recall the points to review from Teacher’s Guide page 258. Work with students to revisit “Leonardo’s Horse” and analyze the sequence of events through questioning. Students will complete the Challenge Practice page 50, independently identifying the sequence.</li> <li>- <b>Partner Read the Selection:</b> Assign partners to reread the selection, and to complete a sequence graphic organizer while they read. Remind them that the sequence organizer can help them focus on events in order. If groups finish early they should try to use the organizer to orally retell the steps to complete Leonardo’s horse.</li> <li>- <b>Clauses and Phrases:</b> Display Transparency LA 58 and read aloud the definitions in the top box. Tell students that item 1 is a phrase because it cannot stand alone in a sentence. Explain that item 2 is an independent clause because it contains both a subject and predicate and it expresses a complete thought. Have students read items 3-6 and identify each as a phrase or independent clause. Then have them rewrite each independent clause with correct conventions and rewrite each phrase as a complete sentence. Allow students to work with an elbow buddy to check their work. Assist those with difficulties identifying phrases and clauses as well as creating correct sentences.</li> <li>- <b>Writing:</b> Display Transparency LA 61, tell students that the paragraph is one</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*Photos of Leonardo’s works (Mona Lisa, The Last Supper)</li> <li>*</li> <li>*</li> <li>*</li> </ul>

	student's summary of "Leonardo's Horse". Have a volunteer read the text aloud. Discuss how the writer retold the important events in the story in the order in which they occurred. Point out to students how each sentence develops and supports the main idea. Work with students to complete the graphic organizer.	
<b>Assessment:</b>  (Describe independent activity to reinforce this lesson)	<b>Formative</b> <ul style="list-style-type: none"> <li>• Students will complete the question of the day</li> <li>• Student responses to comprehension questions from Selection</li> <li>• Identify the sequence from Challenge page 50</li> <li>• Work with a partner to complete a sequence graphic organizer</li> <li>• Identify phrases and independent clauses</li> <li>• Re write phrases and independent clauses to be complete sentences</li> </ul>	Special Education/ESL Accommodations: <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
Summary/Reflection:		Homework: Study for Sequence Test and Complete Think Critically Questions

**Language Arts/ Leonardo's Horse (Theme 2 Common Goals: Lesson 4, Day 4)  
Fifth Grade Academy of Dover**

Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.	Educational Standards Addressed: <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral</li> </ul>	Essential Question: <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<p>communication.</p> <ul style="list-style-type: none"> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>		
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCCVs.</li> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Analyze sentences to identify dependent and independent clauses.</li> <li>• Respond to text to self, text to text, and text to world questioning.</li> <li>• Complete a sequence chart for the compare story.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 58 (Gramm)</li> <li>*Interactive Whiteboard</li> <li>*Sequence Test</li> <li>*Sequence Chart (Small Gro)</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading Days 1 &amp; 2: Display sentences to correct independently and discuss changes (Teachers Guide pg 220) <ul style="list-style-type: none"> <li>- <b>Take Sequence Test</b></li> <li>- <b>Review Think Critically Questions</b> Respond to questions from homework, allowing students to share their thought processes in answering the questions.</li> <li>- <b>Spelling Strategies:</b> (Teacher’s Guide pg 265) Day 4- Tell students that breaking a longer word into syllables may help them spell it. Demonstrate by breaking the word merchandise into syllables. Explain that thinking about the spelling of each syllable will help them figure out the spelling of a longer word. Have pairs practice breaking the spelling words into syllables and then cutting them along the syllable break. Then they can take turns putting the word parts back together to make the Spelling word.</li> <li>- <b>Clauses and Phrases:</b> Display Transparency LA 58 again. Read aloud the definition for dependent clauses in the bottom box. Tell students that item 7 is a dependent clause because it starts with the word because. Have then read each sentence as a dependent or independent clause.</li> <li>- <b>Introduce Compare Text:</b> (Teacher’s Guide pg 254 – 256, Student Book pg 246 – 248) Tell students that they will read a myth from ancient Greece. Have students preview the myth by reading the cast of characters and looking at the illustrations. Discuss the characteristics of myths on Teacher’s Guide page 254. Model expressive reading by reading the text aloud with expression. Ask volunteers to read the myth aloud. Ask students what stories this myth reminds them of. Ask the questions from Teacher’s Guide page 256 to review the selection.</li> </ul> </li> <li>• Small Group- <i>Three groups will rotate every 15 minutes:</i> Teacher led- Clauses, Teacher’s Guide pg S 36 – S 37 (Grammar Practice Book pg 31), Center- Pairs of students create a sequence chart for the compare story. If time allows have each group cut apart their chart and switch with another pair and then reassemble the chart in the correct order. Seatwork- Answer the Compare Text questions on page 248.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>



<p><b>Assessment:</b></p> <p>(Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will complete the daily proofreading</li> <li>• Student responses to comprehension questions from Paired Selection</li> <li>• Students will apply information of independent and dependent clauses to identify them in a text.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Sequence Test</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: Study for Spelling Test, Spelling Packet Due, Read the Paired Selection pages 246 – 247</p>

**Language Arts/ Leonardo's Horse (Theme 2 Common Goals: Lesson 4, Day 5)**  
**Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<p><b>Objectives:</b> (Specify skills/information that will be learned.)</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Recognize, read, and spell words with VCCVs.</li> <li>• Analyze independent clauses and dependent clauses.</li> <li>• Identify the types of references sources and why they are used.</li> <li>• Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>• Extend word meaning to current and previously learned vocabulary words.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Transparency LA 59(Gramm)</li> <li>*Practice Book page 48 (HW)</li> <li>*Spelling Test</li> <li>*Fluency Recording Sheet</li> </ul>
<p><b>Information:</b> (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading Days 3 &amp; 4, Display sentences to correct independently and discuss changes (Teachers Guide pg 221)</li> <li>- <b>Take Spelling Test</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a passage from the biography “Leonardo da vinci” for one minute. They have two tasks; first they are to focus on the details in the passage while reading. Their second job is to mark the place in the passage where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to record details from the passage in the second box.</li> <li>- <b>Fluency:</b> Model fluency phrasing from the selection (Teacher’s Guide pg 262). Read the passage from page 234, asking students to follow along. Reread the text and tell students to notice how the punctuation, including commas and dashes, show where the pauses should occur between groups of words. Then have students chorally read the passage with you. Next, have students echo track reading on page 234 beginning at the first sentence with students matching your phrasing. Finally, pair stronger readers with weaker readers to listen to the words the partner phrases from page 234. Then students can switch roles.</li> <li>- <b>Reference Sources:</b> Remind students that they can use reference sources to answer questions to learn more about a topic. Review how various references sources can be used. Have students identify the most appropriate reference sources to answer the questions on Teacher’s Guide pg 260.</li> <li>- <b>Vocabulary Review:</b> Extend word meaning by using words from the previous lessons as well (Teacher’s Guide pg 263).</li> <li>- <b>Grammar:</b> Day 3- Display Transparency LA 59 and tell students that sentence 1 is a complex sentence because it has a dependent clause that starts with the word when and an independent clause. Have students identify the independent clauses and the dependent clauses in sentences 2-5.</li> </ul>	<p><b>Other Resources:</b> (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>
<p><b>Assessment:</b> (Describe independent</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra</li> </ul>

activity to reinforce this lesson)	<ul style="list-style-type: none"> <li>• Fluency Recording Sheet/ Detail chart</li> <li>• Use information to correctly relate reference sources.</li> <li>• Students will contrast between independent clauses and dependent clauses.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Test</b></li> </ul>	<p>support from the paraprofessional/ special education teacher push in.</p> <ul style="list-style-type: none"> <li>• Some students may receive modified practice or number of items on assignments.</li> <li>• Pair stronger readers with readers who need fluency support.</li> </ul>
Summary/Reflection:		Homework: Vocabulary Practice page 48, Study for Vocabulary Quiz, Read the Selection Vocabulary pages 228 – 229.

**Language Arts/ Leonardo's Horse (Theme 2 Common Goals: Lesson 4, Day 6)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>• Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.5.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>• Listen attentively and respond appropriately to oral communication.</li> <li>• Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>• How can I communicate so others will listen?</li> <li>• What am I trying to achieve through my speech?</li> <li>• Who is my audience?</li> <li>• What do good readers do when they do not understand?</li> <li>• How should I read varying genres of text?</li> <li>• What is the author conveying in the story?</li> <li>• How does sequencing relate to text structure?</li> </ul>

<p><b>Objectives:</b> (Specify skills/information that will be learned.)</p>	<p><b>SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Listen critically and respond appropriately to oral communication.</li> <li>• Identify the structure of a biography and use the time order to write an autobiography.</li> <li>• Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Notebook</li> <li>*Interactive Whiteboard</li> <li>*Vocabulary Quiz</li> <li>*Practice Book page 52</li> <li>*Fluency Recording Sheet</li> </ul>
<p><b>Information:</b> (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>• Whole Group: Daily Proofreading Day 5, Display sentences to correct independently and discuss changes (Teachers Guide pg 129) <ul style="list-style-type: none"> <li>- <b>Take Vocabulary Quiz</b></li> <li>- <b>Individual Fluency Practice:</b> Explain to students that they will be reading a passage from the biography “Leonardo da vinci” for one minute. They have two tasks; first they are to focus on the connections or responses to the passage while reading. Their second job is to mark the place in the passage where they stop reading. Once the minute is over, instruct them to turn to the fluency recording sheet and rank their reading fluency for expression, speed and intonation. Next they are to write their response or connection to the passage in the third box.</li> <li>- <b>Clauses and Phrases: Practice</b> combining simple sentences with the review of common errors on Teacher’s Guide page 269 days 4 and 5. Assist students to complete Practice Book page 52.</li> </ul> </li> <li>• Small Group- <i>Three groups will rotate every 20 minutes:</i> Teacher led- Selection Comprehension, Teacher’s Guide pg S 34, Writing Center- Work on summary (Day 3), Partner Read-Pair students and instruct them to read the story and look for the three idioms in the story. They can record their notes in their notebooks.</li> </ul>	<p><b>Other Resources:</b> (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>*</li> <li>*</li> <li>*</li> <li>*</li> <li>*</li> </ul>
<p><b>Assessment:</b> (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Fluency Recording Sheet/ Connection &amp; Response chart</li> <li>• Complete writing from Day 3</li> <li>• Identify idioms in the story.</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Quiz</li> </ul>	<p><b>Special Education/ESL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p><b>Summary/Reflection:</b></p>		<p><b>Homework:</b> Study for the Story Test, Read the Story pg 230 – 244</p>

**Language Arts/ Leonardo's Horse (Theme 2 Common Goals: Lesson 4, Day 7)  
Fifth Grade Academy of Dover**

<p>Overview and Purpose: Students will use, recall, and apply knowledge of sequence, phrasing, spelling and decoding words with VCCCV patterns, write a summary, use and identify clauses and phrases in complex sentences, and survey advertising media.</p>	<p>Educational Standards Addressed:</p> <ul style="list-style-type: none"> <li>Common Core State Standards: CC.5.R.L.1, CC.5.R.L.2, CC.5.R.L.4, CC.5.R.L.5, CC.5.R.L.6, CC.5.R.L.9, CC.5.R.L.10, CC.5.R.I.1, CC.5.R.I.2, CC.5.R.I.4, CC.5.R.I.5, CC.5.R.I.6, CC.5.R.I.7, CC.5.R.I.9, CC.R.I.10, CC.5.RF.3 a, CC.5.RF.4 a, b, c, CC.5.W.1a, b, c, CC.5.W.2a, b, c, e, CC.5.W.3 a, b, d, e, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.7, CC.5.W.8, CC.5.W.9a, b, CC.5.W.10, CC.5.SL.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.6, CC.5.L.1a, b, c, d, CC.5.SL.2, CC.5.SL.4, CC.5.SL.5, CC.5.SL.6, CC.L.1a, CC.5.L.2a, b, e, CC.5.L.3a, CC.5.L.4a, c, CC.5.L.5 a, b, CC.5.L.6</li> </ul>	
<p>Big Ideas/ Enduring Understandings:</p> <ul style="list-style-type: none"> <li>Good readers make a strategy to read. They plan for before reading, preview the text, access prior knowledge, make predictions, and set a purpose for reading. They set strategies during reading to track the story structure, summarize, utilize graphic organizers, and monitor comprehension. After reading the reader can make connections to the text and richly discuss the story elements.</li> <li>Listen attentively and respond appropriately to oral communication.</li> <li>Good spellers use a variety of spelling strategies and apply strategies to decode words.</li> </ul>	<p>Essential Question:</p> <ul style="list-style-type: none"> <li>How can I communicate so others will listen?</li> <li>What am I trying to achieve through my speech?</li> <li>Who is my audience?</li> <li>What do good readers do when they do not understand?</li> <li>How should I read varying genres of text?</li> <li>What is the author conveying in the story?</li> <li>How does sequencing relate to text structure?</li> </ul>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Use organization to write a summary of a nonfiction book or movie.</li> <li>Listen to models of appropriate fluency phrasing and self regulate their own fluency, expression and intonation skills.</li> <li>Discuss advertising appeals and examples.</li> <li>Present a summary orally to students following the speaking strategies.</li> <li>Listen to a presenter following the listening strategies.</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>*Textbook</li> <li>*Story Test</li> <li>*Grammar Quiz</li> <li>*Fluency Recording Sheet</li> <li>*Peer Conference Checklist</li> </ul>
<p>Information: (Give and/or demonstrate necessary information.)</p>	<ul style="list-style-type: none"> <li>Whole Group: Question of the Day (Day 5), Display sentences to correct independently and discuss changes and review answers to posed question (Teachers Guide pg 129)</li> <li>- <b>Individual Fluency Practice:</b> Explain to students that their job is to finish the biography “Leonardo da vinci”. Then instruct them to turn to the fluency recording</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>* Writing from Day 6</li> <li>*Speaking Strategies Chart</li> <li>*Listening Strategies Chart</li> <li>*Types of Appeal and Ad’s Messages</li> </ul>

	<p>sheet and rank their reading fluency for expression and intonation. Next they are to write a summary of the story based on the other responses and share it with a partner.</p> <ul style="list-style-type: none"> <li>- <b>Take Story Test</b></li> <li>- <b>Take Grammar Quiz</b></li> <li>- <b>Writing Prompt:</b> Remind students to focus on the writing trait Organization (Teacher’s Guide pg 267). Remind students to use the Peer Conference Checklist and Scoring Rubric when editing their writing. Complete the writing prompt from small group on Day 6.</li> <li>- <b>Speaking and Listening:</b> Review the Speaking Strategies from Teacher’s Guide page 270 and the Listening Strategies from page 270. Instruct students to read their summaries orally to the class modeling the strategies. Instruct those at their seats to follow the listening strategies during the presentations.</li> <li>- <b>Discuss Advertising Appeal:</b> Tell students that most advertisements are designed to persuade people to buy things. Explain that one way advertisements try to persuade is by using language such as best, greatest, and new and improved. Another way an advertisement can try to persuade people are by appealing to their emotions or beliefs. Present the chart of Types of Appeal and Ad’s Messages to students and ask them to provide examples of authority ads, peer pressure ads, or rationalization ads.</li> </ul>	<p>Chart *</p>
<p><b>Assessment:</b>  (Describe independent activity to reinforce this lesson)</p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Students will make corrections to the Daily Proofreading sentences</li> <li>• Students will answer the Question of the Day</li> <li>• Fluency Recording Sheet/ Summary</li> <li>• Complete Writing Prompt</li> <li>• Work in a group to provide examples of interactive media</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Story Test</li> </ul>	<p>Special Education/ESL Accommodations:</p> <ul style="list-style-type: none"> <li>• Students will receive extra support from the paraprofessional/ special education teacher push in.</li> <li>• Some students may receive modified practice or number of items on assignments.</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework: N/A</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 1)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a personal narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify comparison and contrast in text</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use common and proper nouns</li> <li>• Write abbreviations of proper nouns with correct capitalization and punctuation</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Personal Narrative) T28-29 <u>Caught by the Sea</u>. Use transparency R43 to model oral fluency: intonation.</li> <li>• Introduce Focus skill: Compare and contrast</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Decoding/Word Attack: Open and closed syllable patterns. Decode longer words such as favor, and family.</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Introduce common and proper nouns using transparency LA66</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R43, LA66</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar pg. 37</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has a place they would like to visit. Think of a real or imaginary place you would like to visit by ship. Now explain why you would visit this place.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 2)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to a historical fiction and identify a purpose for reading.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Understand the distinguishing characteristics of historical fiction</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use common and proper nouns</li> <li>• Write abbreviations of proper nouns with correct capitalization and punctuation</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Comprehension strategy: Monitor comprehension: Self correct. Use</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> </ul>



	<p>transparency R44-45 to introduce. Explain that it is common to misread a word when reading. Misreading can affect their understanding of the text. Good readers pause to clear up their confusion.</p> <ul style="list-style-type: none"> <li>• Build background: develop a chart on the differences between life at sea and life on land.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Introduce robust vocabulary by using transparency R46.</li> <li>• Read Aloud (historical fiction) SE 276-289 <u>Sailing Home</u>. Monitor comprehension.</li> <li>• Spelling: Use transparency LA65 to sort words with VCV patterns.</li> <li>• Grammar: Introduce concept of common and proper nouns using transparency LA66. Practice with sentences together.</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency R44-45, 46, LA65-66</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: practice page 61-62</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has a friend. Think about a friend or classmate that you know well. Now describe your friends' appearance and personality to show what he or she is like.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 44</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 3)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a historical fiction and identify a purpose for reading.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Understand the distinguishing characteristics of historical fiction</li> <li>• Understand a variety of nonfiction texts</li> <li>• Identify generalizations and make them based on prior knowledge and evidence in text</li> <li>• Spell correctly words with the VCV pattern</li> <li>• Identify and use common and proper nouns</li> <li>• Write using a variety of sentence types</li> <li>• Write a description of a setting</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read (expository nonfiction) <u>Voyage into the Past</u>.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Compare texts by creating a web for “Sailing Home” and “Chang and the Bamboo Flute”, read in the previous lesson.</li> <li>• Review vocabulary by extending word meanings (TE163)</li> <li>• Introduce theme: making generalizations. Use transparency R47 to help explain what generalizations are.</li> <li>• Spelling: Complete the word: circle the VCV pattern in each spelling word. Have a partner try to guess your word by giving them one clue.</li> <li>• Grammar: use transparency LA67 to review common and proper nouns.</li> <li>• Writing: Descriptive paragraph: Setting. Use transparency LA68 to model different types of sentences</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R47, LA67-68</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> </ul>	<p>Additional Notes:</p>

	<ul style="list-style-type: none"> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	
<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: practice page 63-64</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone has read a story set in a memorable or unusual place. Think about a story with a setting that you found interesting. Now describe that setting.</li> </ul>	<p>Special Education/ESL</p> <p>Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 45</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 4)**  
**Fifth Grade**

<p>Overview and Purpose:</p> <p>Students will listen to a historical fiction and identify a purpose for reading.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:</p> <p>(Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Understand the distinguishing characteristics of historical fiction</li> <li>• Understand a variety of nonfiction texts</li> <li>• Identify generalizations and make them based on prior knowledge and evidence in text</li> <li>• Spell correctly words with the VCV pattern</li> <li>• Identify and use common and proper nouns</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>

	<ul style="list-style-type: none"> <li>• Write using a variety of sentence types</li> <li>• Write a description of a setting</li> </ul>	
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Re-read historical fiction <u>Sailing Home</u>.</li> <li>• Review robust vocabulary (TE163)</li> <li>• Spelling: Compare spellings by writing words in different ways and determining which looks correct.</li> <li>• Grammar: review common and proper nouns</li> <li>• Writing: Descriptive paragraph: Setting. Use transparency LA69 to Model descriptive paragraphs.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA69</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 38</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Holidays are important events. Choose a favorite holiday. Now explain why it is your favorite.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 46, study</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 5)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a historical fiction and identify a purpose for reading.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Understand the distinguishing characteristics of historical fiction</li> <li>• Understand a variety of nonfiction texts</li> <li>• Identify generalizations and make them based on prior knowledge and evidence in text</li> <li>• Spell correctly words with the VCV pattern</li> <li>• Identify and use common and proper nouns</li> <li>• Write using a variety of sentence types</li> <li>• Use sentence fluency and conventions appropriate to writing expository compositions</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Complete the spelling and vocabulary test</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Partner read <u>Sailing Home</u>.</li> <li>• Grammar: review common and proper nouns</li> <li>• Writing Expository Composition: discuss expository nonfiction on SE page 294. Use transparency LA71 to model organizing information in a timeline. Begin prewriting expository composition based on a topic of their choice. Complete an outline to help them plan for their writing.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA71</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 39</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: The children aboard the John Ena had to be careful to stay safe at sea. Think about the dangers they faced. Now explain what they did to stay safe.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 46, study</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 6)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will begin drafting their own expository compositions.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Understand the distinguishing characteristics of historical fiction</li> <li>• Understand a variety of nonfiction texts</li> <li>• Identify generalizations and make them based on prior knowledge and evidence in text</li> <li>• Identify and use common and proper nouns</li> <li>• Write using a variety of sentence types</li> <li>• Use sentence fluency and conventions appropriate to writing expository compositions</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>

	<ul style="list-style-type: none"> <li>• Write a strong introductory paragraph from an outline</li> <li>• Understand the role of a topic sentence and the details in a paragraph</li> <li>• Use an outline to draft an expository composition</li> </ul>	
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Complete assessment for Lesson 11</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Writing Expository Composition: students begin drafting their introductory paragraph and their body paragraphs. Use transparency LA72-73 to help students get started;</li> <li>• Introduce introductions: reference writing rubric. Have students write an introduction that introduces their topic in an interesting way and tells what ideas they will discuss in their composition.</li> <li>• Introduce topic sentences: have students complete their first draft by writing one paragraph for each section of their outline. The body paragraph should include a topic sentence and supporting details.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA72-73</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: practice page 66</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: writing prompts</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 7)  
Fifth Grade**

<p>Overview and Purpose: Students will write their own expository composition.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Write using a variety of sentence types</li> <li>• Use sentence fluency and conventions appropriate to writing expository compositions</li> <li>• Write a strong introductory paragraph from an outline</li> <li>• Understand the role of a topic sentence and the details in a paragraph</li> <li>• Learn strategies for revising an expository composition</li> <li>• Proofread an expository composition for errors in punctuation and capitalization</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Writing Expository Composition: students revise and proofread their writing</li> <li>• Introduce rearranging sentences: use transparency LA74 to show examples. Model how the writer might rearrange the ideas to make more sense. Have the students read the drafts of their compositions and make any necessary revisions, by rearranging any sentences that may be out of place.</li> <li>• Introduce proofreading: Use transparency LA75 to demonstrate how to proof read for errors in capitalization and punctuation. Have students proofread the drafts of their expository compositions and make any necessary corrections.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA74-75</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>



<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: revise and proofread writing</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: writing</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Sailing Home (Theme 3 : Lesson 11 Day 8)**  
**Fifth Grade**

<p>Overview and Purpose: Students will write their own expository composition.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.W.6, CC.5.SL.1, CC.5.SL.4, CC.5.SL.5, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Write using a variety of sentence types</li> <li>• Use sentence fluency and conventions appropriate to writing expository compositions</li> <li>• Write a strong introductory paragraph from an outline</li> <li>• Understand the role of a topic sentence and the details in a paragraph</li> <li>• Self- evaluate an expository composition</li> <li>• Choose a way to publish an expository composition and present a final copy</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> </ul>

	<ul style="list-style-type: none"> <li>• Writing Expository Composition: students evaluate and publish their writing. Review self-assessment: remind students of the writing rubric they received during the prewriting. Tell them to assess their compositions before making final copies.</li> <li>• Discuss publishing options: students can choose from one of the following to present their compositions; booklet, classroom display, or multimedia presentation.</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: evaluate/publish writing Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: writing</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ Wading Into Marine Biology (Theme 3 : Lesson 12 Day 1)  
Fifth Grade**

Overview and Purpose: Students will listen to a Pour quoi Tale and identify a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast ideas and information</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use singular and plural nouns when writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Pour Quoi Tale) TE104-105 <u>Raven and the Tides</u>. Use transparency R48 to model oral fluency intonation.</li> <li>• Introduce Focus skill: Text structure Compare and Contrast</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Comprehension Strategy: self-correct. Use transparency R49 and R50. Read aloud the passage and point out that some words have different pronunciations. Explain how to self-correct when reading.</li> <li>• Decoding/Word Attack: structural analysis/prefixes re-, un-, non-</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Introduce singular and plural nouns using transparency LA78</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R48-50, LA78</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar pg. 41</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Think about a scientific topic that interests you. Write a paragraph telling what you already know about the topic and what you would like to find out.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>

Summary/Reflection:		Homework:
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**Language Arts/ Wading Into Marine Biology (Theme 3 : Lesson 12 Day 2)  
Fifth Grade**

Overview and Purpose: Students will listen to an Informational narrative and identify a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast ideas and information</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use singular and plural nouns when writing and speaking</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Build Background by creating a web on what students know about the seashore and what they might find there.</li> <li>• Introduce robust vocabulary using transparency R51</li> <li>• Read Aloud (Informational Narrative) SE304-321 <u>Wading into Marine Biology</u>. Monitor comprehension during reading.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Spelling: Word sort using transparency LA77. Identify prefixes re-, un-, and non-.</li> <li>• Grammar: review singular and plural nouns using transparency LA79</li> <li>• Complete independent work</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R51, LA77, LA79</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: practice page 67-68</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Wild animals are different from tame animals in some ways. Think about a wild animal you have studied. Write a composition comparing this animal to a tame animal, such as a dog, cat, cow or horse.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 48</p>

**Language Arts/ Wading Into Marine Biology (Theme 3 : Lesson 12 Day 3)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to an Informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast ideas and information</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Understand and identify the characteristics of particular genres of expository text</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use singular and plural nouns when writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Expository nonfiction) SE322-323 <u>The Florida</u></li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> </ul>

	<p><u>Everglades</u>. Monitor comprehension during reading.</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review text structure: Compare and contrast. Have students work in pairs to analyze the text for the compare and contrast text structure. Record similarities and differences on a Venn diagram.</li> <li>• Introduce expository forms. Use transparency R52. Tell students that expository text gives information, persuades, or explains. Work through R52 together.</li> <li>• Vocabulary: extend word meanings by asking questions on TE143</li> <li>• Spelling: Have students make a word search puzzle using the spelling words. Have students exchange papers to solve each other's word searches.</li> <li>• Grammar: review singular and plural nouns</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency R52</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: practice page 69-70</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Think about the animals you read about in this selection. Choose two animals to compare and contrast. Write a composition that explains how they are alike and how they are different.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 49</p>

**Language Arts/ Wading Into Marine Biology (Theme 3 : Lesson 12 Day 4)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to an Informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast ideas and information</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Understand and identify the characteristics of particular genres of expository text</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use singular and plural nouns when writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Re-read information narrative <u>Wading Into Marine Biology</u>.</li> <li>• Writing trait: compound and complex sentences. Use transparency LA80 and have students identify the sentences as compound or complex.</li> <li>• Vocabulary review</li> <li>• Spelling: review using dictionary skills.</li> <li>• Grammar: Have students write sentences using a variety of singular and plural nouns.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA80</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 42-43</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: There are many kinds of ecosystems. Think of an ecosystem you have read about. Write a composition comparing that ecosystem to a coastal tidal zone.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 50</p>

**Language Arts/ Wading Into Marine Biology (Theme 3 : Lesson 12 Day 5)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to an Informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast ideas and information</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Understand and identify the characteristics of particular genres of expository text</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use singular and plural nouns when writing and speaking</li> <li>• Make an oral proposal for a trip</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>



information.	<ul style="list-style-type: none"> <li>• Spelling and vocabulary assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Partner read <u>Wading Into Marine Biology</u>.</li> <li>• Writing trait: compare and contrast composition. Use transparency LA81 and have students compare/contrast text structure and tell how dolphins and porpoises are alike and different.</li> <li>• Grammar: Have students write sentences using a variety of singular and plural nouns.</li> <li>• Speaking and Listening: have students make oral proposals to suggest a class field trip to a place where they can study nature.</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA81</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Practice page 72 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Marine biologists do different things in their jobs. Think about the marine biologists in the selection. Write a paragraph comparing the job of a marine biologist with a job in your community such as a teacher or bus driver. Explain how the jobs are alike and different.</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ Wading Into Marine Biology (Theme 3 : Lesson 12 Day 6)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to an Informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a story to determine the purpose for listening and understand the information presented in the story.</li> <li>• Compare and contrast ideas and information</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Understand and identify the characteristics of particular genres of expository text</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> <li>• Identify and use singular and plural nouns when writing and speaking</li> <li>• Listen attentively to a speaker</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Lesson 12 assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Speaking and Listening: Have students present their proposals from the previous day's lesson. Ask students to listen to each proposal by using the listening strategies: look at the speaker, don't become distracted during the speech, show interest by your body language, and interpret how the speaker feels about the place they are describing.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA81</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: presentations</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: writing prompt</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ Stormalong (Theme 3 : Lesson 13 Day 1)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to poetry and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to poetry to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (Poetry) TE168-169 <u>The Sea</u>. Use transparency R53 to model oral fluency: pace.</li> </ul> <p>Guided Instruction</p>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R53, R55, LA84</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehension strategy: Use graphic organizers. Display transparency R54 and R55. Review graphic organizers.</li> <li>• Decoding/Word Attack: Structural Analysis: suffixes –able, -ible, -ment, -less.</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Grammar: Introduce possessive nouns. Use transparency LA84 to identify singular and plural possessive nouns.</li> <li>• Complete independent work</li> </ul>	
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Grammar pg. 45 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone would like to do amazing things. Imagine that you are the character in a tall tale. Write a paragraph telling what you would be like, and what impossible things you would be able to do.</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ Stormalong (Theme 3 : Lesson 13 Day 2)  
Fifth Grade**

Overview and Purpose: Students will listen to a tall tale and identify a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to poetry to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> <li>• Understand the major theme in a story and make inferences regarding the characters' actions and motives</li> <li>• Read a tall tale with grade appropriate fluency</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Build background by developing a chart on the advantages and disadvantages of being a good sailor.</li> <li>• Introduce vocabulary using transparency R56</li> <li>• Read Aloud (tall tale) SE 332-349 <u>Stormalong</u>. Monitor comprehension.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review theme: use the story to identify the character's qualities, motives, and actions. Record these in a graphic organizer. Use this information to determine a theme for the story.</li> <li>• Spelling: Have students complete the word sort using transparency LA83.</li> <li>• Grammar: Use transparency LA85 to review how to make plural nouns possessive.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R56, LA83, LA85</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 73-74</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Life on a farm is quite different from life at sea. Think about which you are better suited for. Write a paragraph telling which is a better place to live and work, and why.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 52</p>

**Language Arts/ Stormalong (Theme 3 : Lesson 13 Day 3)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to a tall tale and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to poetry to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Read a tall tale with grade appropriate fluency</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>

<p>information.</p>	<p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Read another tall tale <u>Paul Bunyan</u> and compare/contrast the two tall tales.</li> <li>• Review cause and effect relationships. Use graphic organizers to help identify causes and effects.</li> <li>• Introduce word parts. Display transparency R57 to demonstrate how you can break longer words down into smaller parts. Identify root words, prefixes and suffixes in the words listed.</li> <li>• Spelling: Students work in pairs to cut apart and put together the spelling words.</li> <li>• Grammar: Have students write five sentences explaining what they will take on a sailing trip with friends, and who owns each item, including one possessive noun in each sentence.</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R57</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity:  (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 75-76 Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Paul Bunyan is an extraordinary character. Think about what you have read about him. Then write a description of Paul Bunyan. Use details to tell what he was like.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:  Spelling page 53</p>

**Language Arts/ Stormalong (Theme 3 : Lesson 13 Day 4)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a tall tale and identify a purpose for listening.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to poetry to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Read a tall tale with grade appropriate fluency</li> <li>• Write a description of a character</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Re-read the selection “Stormalong”.</li> <li>• Review vocabulary words by extending word meanings.</li> <li>• Spelling: review by comparing two different spellings and determine which is the correct spelling</li> <li>• Introduce conventions: Use transparency LA86 to model how to write a descriptive paragraph of a character.</li> <li>• Grammar: Review how to make plural nouns possessive.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA86</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>



<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: grammar page 46</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Clipper ships were large, fast, graceful boats used to carry cargoes long distances. However, there are different ways to transport cargo. Write a description of another type of transportation, telling what it is like and what it is used for.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 54</p>

**Language Arts/ Stormalong (Theme 3 : Lesson 13 Day 5)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to a tall tale and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to poetry to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Read a tall tale with grade appropriate fluency</li> <li>• Write a description of a character</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:</p>	<p>Frontal Teaching</p>	<p>Other Resources: (e.g. Web,</p>

(Give and/or demonstrate necessary information.)	<ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students take the spelling and vocabulary assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Partner read the selection “Stormalong”.</li> <li>• Writing: descriptive paragraphs of a character. Use transparency LA87 to model writing a descriptive paragraph using common and proper nouns. Complete the chart together.</li> <li>• Grammar: Review how to make plural nouns possessive.</li> <li>• Complete independent work</li> </ul>	<p>books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA87</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	<p>Independent work: grammar page 47, practice 78</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Everyone is nervous in a new setting. Imagine that stormy came to your school as a new student. Think of what problems his size and strength might cause, and how you and your friends could help him solve these problems. Then write a paragraph describing his first day of school.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ Stormalong (Theme 3 : Lesson 13 Day 6)  
Fifth Grade**

<p>Overview and Purpose: Students will take an assessment on skills taught in lesson 13.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to poetry to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify and use singular and plural possessive nouns in writing and speaking</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Write a description of a character</li> <li>• Listen attentively to a speaker</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students take lesson 13 assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Speaking and Listening: have students give an oral character description of a favorite character from a story or movie. Begin by telling the name of the character and the story or movie they appear in. Then add descriptive details about the character's appearance, traits, and actions. Conclude by summarizing why the character is interesting.</li> <li>• Have students listen for descriptive details in the oral character descriptions.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: writing character descriptions/sharing</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: writing</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>

Summary/Reflection:		Homework:
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**Language Arts/ A Drop of Water (Theme 3 : Lesson 14 Day 1)  
Fifth Grade**

Overview and Purpose: Students will listen to an informational narrative and identify a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6	
Objectives: (Specify skills/information that will be learned.)	SWBAT: <ul style="list-style-type: none"> <li>• Listen to an informational narrative to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Correctly spell words ending in /en/, /el/, /er/, /on/, /il/, /al/, /ar/, /ol/, and /or/</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
Procedure: (Give and/or demonstrate necessary information.)	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (informational narrative) TE234-235 <u>Land of Ancient Waters</u>. Use transparency R58 to model oral fluency: pace.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Introduce focus skill: Cause and Effect</li> <li>• Comprehension strategy: use transparency R59 and 60 to review different types of graphic organizers.</li> <li>• Decoding/Word Attack: Unaccented syllables: schwa + n, schwa + l, schwa + r.</li> <li>• Spelling: Have students complete the spelling pre-test.</li> <li>• Complete independent work</li> </ul>	Other Resources: (e.g. Web, books, etc.) <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R58, R59-60</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> </ul>	Additional Notes:

	<ul style="list-style-type: none"> <li>• Completion of Assignment</li> </ul>	
<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work:</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Some people have never seen snow before. Imagine that you meet someone who has never seen a snowflake. Write a paragraph describing snowflakes to this person.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ A Drop of Water (Theme 3 : Lesson 14 Day 2)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to an informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Identify the distinguishing features of expository nonfiction</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Correctly spell words ending in /en/, /el/, /er/, /on/, /il/, /al/, /ar/, /ol/, and /or/</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Build background by making a web on things students already know about water.</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R61, LA89</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce robust vocabulary using transparency R61.</li> <li>• Read Aloud (expository nonfiction) SE360-371 <u>A Drop of Water</u>. Monitor comprehension while reading.</li> <li>• Spelling: Have students complete the word sort using transparency LA89 focusing on word endings.</li> <li>• Complete independent work</li> </ul>	
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: practice page 79-80 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Most science textbooks have information about water and its properties. Find a lesson in a science book that explains some aspect of water. Write a short summary of the lesson.</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:  Spelling page 56

**Language Arts/ A Drop of Water (Theme 3 : Lesson 14 Day 3)  
Fifth Grade**

Overview and Purpose: Students will listen to an informational narrative and identify a purpose for listening.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Identify the distinguishing features of expository nonfiction</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Correctly spell words ending in /en/, /el/, /er/, /on/, /il/, /al/, /ar/, /ol/, and /or/</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Identify and use pronouns and antecedents correctly in writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Read Aloud (poetry) SE374-375 <u>Rain, Dance!</u></li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Compare and contrast texts using graphic organizer.</li> <li>• Review cause and effect. Determine the cause and effect of “A Drop of Water”.</li> <li>• Review word parts and expository forms. Use examples on TE264 for guided practice.</li> <li>• Vocabulary: extend meanings of words in context (TE269)</li> <li>• Spelling: Have students use the spelling words to create word chains. Have them write one word horizontally. Then use a letter in that word to connect the other words together to make a chain.</li> <li>• Grammar: introduce the concept of pronouns and antecedents. Use transparency LA90 and complete the sentences with the correct pronouns.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA90</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: practice page 81</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Precipitation- rain, snow, or hail- can cause many things to happen. Think about a memorable time when precipitation caused an exciting experience or made you change your plans. Write a cause and effect paragraph that tells what happened and why.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 57</p>

**Language Arts/ A Drop of Water (Theme 3 : Lesson 14 Day 4)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to an informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Identify the distinguishing features of expository nonfiction</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Correctly spell words ending in /en/, /el/, /er/, /on/, /il/, /al/, /ar/, /ol/, and /or/</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Identify and use pronouns and antecedents correctly in writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>



information.	<p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Vocabulary: extend meanings of words in context (TE269)</li> <li>• Spelling: practice spelling words aloud.</li> <li>• Grammar: extend the concept of pronouns and antecedents by using transparency LA91.</li> <li>• Writing: cause and effect paragraph. Review the proofreading checklist with students on transparency LA92.</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA91-92</li> </ul>
Verification: (Steps to check for student understanding.)	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	<p>Independent work: Grammar page 50</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: Imagine that you are a water molecule. Write a short story about your travels as you evaporate, condense inside a cloud, fall to earth, and see the countryside on your way downhill to a body of water.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		<p>Homework:</p> <p>Spelling page 58</p>

**Language Arts/ A Drop of Water (Theme 3 : Lesson 14 Day 5)**

**Fifth Grade**

<p>Overview and Purpose: Students will listen to an informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Identify the distinguishing features of expository nonfiction</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Correctly spell words ending in /en/, /el/, /er/, /on/, /il/, /al/, /ar/, /ol/, and /or/</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Identify and use pronouns and antecedents correctly in writing and speaking</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students complete the spelling and vocabulary assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Grammar: have students write three sentences describing the water cycle. Then rewrite each sentence replacing one noun with a pronoun.</li> <li>• Writing: conventions; review using transparency LA93. Have students work on their cause and effect paragraphs.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA93</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Grammar page 51, practice page 83</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt: It is important not to waste water. Think about what you can do to conserve water. Write a short essay explaining what you can do to use less water.</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>study</p>

**Language Arts/ A Drop of Water (Theme 3 : Lesson 14 Day 6)**

**Fifth Grade**

<p>Overview and Purpose: Students will take an assessment based on skills learned in lesson 14.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Identify the distinguishing features of expository nonfiction</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Correctly spell words ending in /en/, /el/, /er/, /on/, /il/, /al/, /ar/, /ol/, and /or/</li> <li>• Use knowledge of prefixes, suffixes, and roots to analyze longer words</li> <li>• Identify and use pronouns and antecedents correctly in writing and speaking</li> <li>• Explain cause and effect relationships in a speech</li> <li>• Use appropriate pace to convey meaning</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students complete lesson 14 assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Students use their cause and effect paragraphs to give an informational speech.</li> <li>• Have students listen for the cause and effect relationship in the informational speeches.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work:</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: writing</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>

**Language Arts/ How Prairie Became Ocean (Theme 3 : Lesson 15 Day 1)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to an informational narrative and identify a purpose for listening.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to Expository nonfiction to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Use common, proper, singular, plural and possessive nouns correctly in writing and speaking</li> <li>• Identify, form, and use pronouns and antecedents correctly in writing and speaking</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>

information.	<ul style="list-style-type: none"> <li>• Read Aloud (Expository nonfiction) TE294-295 <u>Sea of Grass</u>. Use transparency R62 to model oral fluency: intonation and pace.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review expository forms and word parts</li> <li>• Decoding/Word Attack: Open and closed syllable patterns review</li> <li>• Spelling: students take the spelling pre-test</li> <li>• Grammar: review nouns using transparency LA95</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency LA95, R62</li> </ul>
Verification: (Steps to check for student understanding.)	Formative Assessments: <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	Independent work: Practice page 88 Optional Small Group Activities: <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies: <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
Summary/Reflection:		Homework:

**Language Arts/ How Prairie Became Ocean (Theme 3 : Lesson 15 Day 2)  
Fifth Grade**

Overview and Purpose: Students will listen to a myth to review vocabulary and fluency.	Educational Standards Addressed:  CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,  CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a Myth to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Compare and contrast characters, settings, and events</li> <li>• Use common, proper, singular, plural and possessive nouns correctly in writing and speaking</li> <li>• Identify, form, and use pronouns and antecedents correctly in writing and speaking</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Build background by developing a web on what they know about a myth and other forms of fiction and record their responses in a Venn diagram.</li> <li>• Introduce robust vocabulary by using transparency R63</li> <li>• Read Aloud (Reader’s Theatre) SE380-389 <u>How Prairie Became Ocean</u>. Model fluent reading by pointing out how the different characters’ voices have different intonations. Also call attention to how to adjust your pace to the excitement of the story.</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Decoding/Word Attack: structural analysis/ prefixes re-, un-, and non-</li> <li>• Spelling: Review words with VCV patterns</li> <li>• Grammar: review nouns and pronouns using transparency LA96</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R63, LA96</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 84, grammar 53</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 59</p>

**Language Arts/ How Prairie Became Ocean (Theme 3 : Lesson 15 Day 3)**  
**Fifth Grade**

<p>Overview and Purpose: Students will listen to a myth to review vocabulary and fluency.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a Myth to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Identify the distinguishing characteristics of a myth</li> <li>• Use common, proper, singular, plural and possessive nouns correctly in writing and speaking</li> <li>• Identify, form, and use pronouns and antecedents correctly in writing and speaking</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>

<p>information.</p>	<p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Review vocabulary by using the vocab. Passage on transparency R64</li> <li>• Re-Read (Reader’s Theatre) SE380-389 <u>How Prairie Became Ocean</u>. Re-read with students and monitor comprehension to help students grasp the story line. Guide students to read with appropriate intonation and pace.</li> <li>• Review Comprehension strategies. Read SE390-395</li> <li>• Review compare and contrast: explain that authors of narrative text often show how characters, events, or places are related by comparing and contrasting them.</li> <li>• Decoding/Word Attack: Suffixes –able, -ible, -ment, and -less</li> <li>• Spelling: review words with prefixes and suffixes</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency R64</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity:  (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 85 Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students’ needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:  Spelling page 60</p>



**Language Arts/ How Prairie Became Ocean (Theme 3 : Lesson 15 Day 4)  
Fifth Grade**

<p>Overview and Purpose: Students will listen to a myth to review vocabulary and fluency.</p>	<p>Educational Standards Addressed: CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5, CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a Myth to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Identify the distinguishing characteristics of a myth</li> <li>• Use common, proper, singular, plural and possessive nouns correctly in writing and speaking</li> <li>• Identify, form, and use pronouns and antecedents correctly in writing and speaking</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Reader’s Theatre: assign roles and have students practice</li> <li>• Review cause and effect. Remind students that a cause is the reason why something happens. An effect is what happens as a result.</li> <li>• Decoding/Word Attack: Unaccented syllables</li> <li>• Spelling: review word endings</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>

<p>Activity:</p> <p>(Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Practice page 86-87</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p> <p>Spelling page 61</p>

**Language Arts/ How Prairie Became Ocean (Theme 3 : Lesson 15 Day 5)**  
**Fifth Grade**

<p>Overview and Purpose:  Students will listen to a myth to review vocabulary and fluency.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>	
<p>Objectives:  (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a Myth to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Identify the distinguishing characteristics of a myth</li> <li>• Use common, proper, singular, plural and possessive nouns correctly in writing and speaking</li> <li>• Identify, form, and use pronouns and antecedents correctly in writing and speaking</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure:  (Give and/or demonstrate necessary)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p>

information.	<ul style="list-style-type: none"> <li>• Students complete the spelling and vocabulary test</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Reader's Theatre: rehearse and have students create a backdrop using teacher resources page 92</li> <li>• Grammar: review common/proper nouns, singular/plural nouns, possessive nouns, and pronouns</li> <li>• Complete independent work</li> </ul>	<ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
Verification: (Steps to check for student understanding.)	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	Additional Notes:
Activity: (Describe independent activity to reinforce this lesson)	<p>Independent work: Practice page 91</p> <p>Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/questions/choices</li> </ul>
Summary/Reflection:		<p>Homework:</p> <p>Spelling page 62</p>

**Language Arts/ How Prairie Became Ocean (Theme 3 : Lesson 15 Day 6)  
Fifth Grade**

<p>Overview and Purpose: Students will take the theme 3 assessment.</p>	<p>Educational Standards Addressed:</p> <p>CC.5.RL.2, CC.5.RL.3, CC.5.RL.6, CC.5.RI.2, CC.5.RI.5, CC.5.RF.3, CC.5.RF.4, CC.5.W.3, CC.5.W.5,</p> <p>CC.5.SL.1, CC.5.SL.4, CC.5.L.1-6</p>
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<p>Objectives: (Specify skills/information that will be learned.)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Listen to a Myth to determine the purpose for listening and understand the information presented in the story.</li> <li>• Identify cause and effect relationships between literary elements</li> <li>• Identify the distinguishing characteristics of a myth</li> <li>• Use common, proper, singular, plural and possessive nouns correctly in writing and speaking</li> <li>• Identify, form, and use pronouns and antecedents correctly in writing and speaking</li> <li>• Use knowledge of syllable patterns to decode multi-syllable words</li> </ul>	<p>Materials Needed:</p> <ul style="list-style-type: none"> <li>• Teachers Guide</li> <li>• Student Edition</li> <li>• Overhead or Smart board</li> </ul>
<p>Procedure: (Give and/or demonstrate necessary information.)</p>	<p>Frontal Teaching</p> <ul style="list-style-type: none"> <li>• Question of the Day and Daily Grammar Practice</li> <li>• Students complete the theme 3 assessment</li> </ul> <p>Guided Instruction</p> <ul style="list-style-type: none"> <li>• Reader's Theatre: Students perform. Groups that are not speaking become the audience. Encourage the audience to give feedback about each group's overall performance.</li> <li>• Complete independent work</li> </ul>	<p>Other Resources: (e.g. Web, books, etc.)</p> <ul style="list-style-type: none"> <li>• Student Resources –</li> <li>• Transparency</li> </ul>
<p>Verification: (Steps to check for student understanding.)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> <li>• Visually</li> <li>• Orally</li> <li>• Completion of Assignment</li> </ul>	<p>Additional Notes:</p>
<p>Activity: (Describe independent activity to reinforce this lesson)</p>	<p>Independent work: Optional Small Group Activities:</p> <ul style="list-style-type: none"> <li>• Teacher group: Leveled readers</li> <li>• Writing prompt:</li> </ul>	<p>Special Education/ESL Accommodations: Based on students' needs the teacher will differentiate with the following strategies:</p> <ul style="list-style-type: none"> <li>• time for intervention</li> <li>• extra time to complete assignments</li> <li>• small group</li> <li>• reread instructions/</li> <li>• questions/choices</li> </ul>
<p>Summary/Reflection:</p>		<p>Homework:</p>