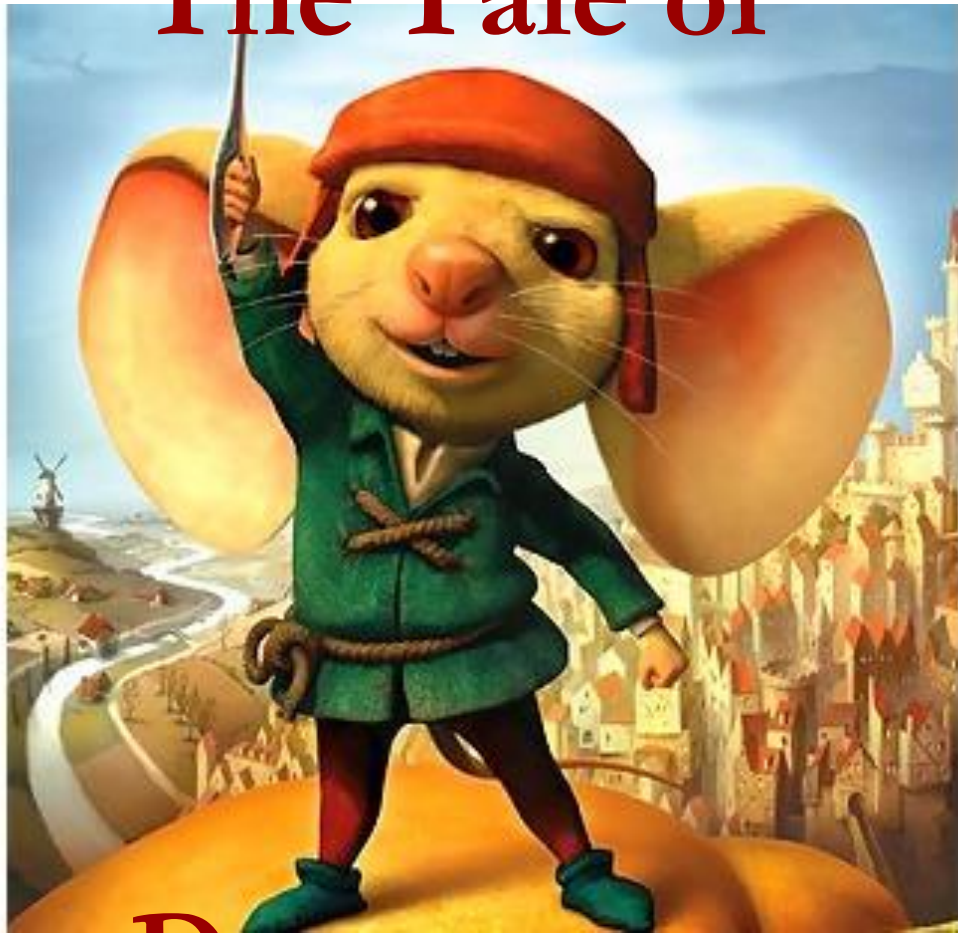


The Tale of



Despereaux

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Brittany Musselman
Holly Nelson
Christina Zoerhof

EDU 350
Fifth Grade
A Six Week Standard Based Thematic Unit



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OVERVIEW

ARTWORK ADVENTURE

Students will observe a piece of artwork, brainstorm an adventure based on that artwork (including skills necessary to survive such an adventure), and then write their adventures creations in the form of a short narrative.

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

FLASHLIGHT VOCABULARY

Students will understand vocabulary words as they are used in the book by creating a sentence using the word.

CCSS.EL-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

FAMOUS EXPLORERS

Students will gather, research, and construct a project or presentation about a famous explorer by following the guided worksheet packet provided. (Explorer Packet) They will also collaborate with group members to create the project or presentation, while learning valuable researching skills for future use as well.

5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (National Geography Standard 13, p. 169, C, E)

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

FIELD TRIP TO RAVEN HILL AND ANIMAL BEHAVIOR REPORT

Students will go on a field trip to explore animals and their natural habitat, observe animals and study their behavior, ask questions in regards to animals and their behavior, and write a report in regards to the field trip.

L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.

FRACTIONS AND THE GIFT OF FRIENDSHIP SOUP

Students will use their knowledge of converting fractions to solve number problems and adding fractions with unlike denominators to solve word and number problems. They will also learn to group fractions prior to adding to simplify the calculation process. As a final activity, the students will demonstrate their knowledge of fractions in a real world scenario – the preparation of a recipe, a dry soup mix that will be measured, jarred, and decorated as a gift.

CCSS.Math.Content.5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)

CCSS.Math.Content.5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

CHARACTER COMPARISONS

Students will compare and contrast two characters in the story that have similarities (e.g., Despereaux & Roscuro, Princess Pea & Miggery Sow, Lester Tilling & King Philip). They will then produce a one page essay as a conclusion of their work.

CCSS.ELA – Literacy.RL.5.3 Compare and contrast 2 or more characters, setting, or events in a story or drama, drawing on specific details in the text.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CULMINATING ACTIVITY

The completion of the thematic unit will be celebrated with a viewing of the movie *The Tale of Despereaux*.

RATIONALE AND PLANNING

Essential Questions One Might Ask Themselves...

- How does one survive?
- How does one get motivated
To create change?
- How does one overcome obstacles?
- How does one adapt to new surroundings?
- How does one accept others
For who they are?

To find the answers to the questions above we need to experience life. The answers are the characteristics of our existence. They are the questions we have to ask ourselves many times throughout our lives. Parents need to ask, teachers need to ask, and students need to ask as well. Students are especially inquisitive when it comes to these areas of discovery. When were young we have many obstacles in our way. Teaching students how to overcome them is the essential element. Creating change and adapting to new surroundings is a huge part of a student's journey, especially when it comes to school. Students are constantly changing classrooms, classmates, and schools as they progress through their school careers.

This thematic unit will hit on areas of change, acceptance, and adapting, as well as survival and overcoming obstacles. The students will gain an understanding of these areas by engaging in collaborative activities, creating presentations, and learning new skills and strategies.

During the many activities laid out, the students will interact with their peers, in turn, accepting others for who they are and what ideas they have. The students will learn to overcome obstacles by getting motivated during their group presentations. And lastly, the students will adapt to the new unit and hopefully survive this six week journey within this thematic unit. Good luck and have fun!

Standards:

CCSS.Math.Content.5.NF.A.1

CCSS.Math.Content.5.NF.A.2

CCSS.ELA-Literacy.W.5.3

CCSS.ELA-Literacy.W.5.3a

CCSS.ELA-Literacy.W.5.3b

CCSS.ELA-Literacy.RL.5.3

CCSS.ELA-Literacy.RL.5.4

5.U1.2.1

5-U1.2.2

CCSS.ELA-Literacy.R1.5.9

L.EV.05.11

Activities:

Equivalent Fractions BINGO

Gift of Friendship Soup

Flashlight Vocabulary

Raven Hill Field Trip

Explorer Skits & Presentation

Survival Word Wall w/ Images

Essential Question:

How do we survive in the world around us?

Conceptual Map



Thematic Statement:

Survival requires adaptation and reveals character



Vocabulary

Colonization

Adaptation

Dire

Habit

Inquire

Solace

Aspirations

Inordinate

Passionately

Tragic

Innumerable

Descend

Obsession

Ominous

Ferocious

Tragic

Illumination

Revelation

Chiaroscuro

Aspiration

Exploration

Texts:

The Grapes of Math by Greg Tang

Scott Foresman, *5th Grade Social Studies Text*

Creative Experiences: Famous Explorers.

Explorers of the New World: Discover the Golden Age of Exploration by Carla Mooney.

Great Colonial America Projects by Kris Bordessa

The Usborne Book of Explorers from Columbus to Armstrong by Felicity Everett/Straun Reid.

Animal Habitats by Judy Press

Beavers by Deborah Hodge

Michigan Bird Watching by Bill Thompson

Michigan Plants and Animals by Marda Schowberg

The Tale of Despereaux by Kate DiCamillo

Introductory Letter

November 25, 2013

Dear Parent/Guardian,

How do we survive in the world around us? This is the focus question that we will be exploring throughout our Thematic Unit on Survival. This will be an exciting adventure as we delve into subject area curriculum through thoughtful and exciting activities and more. For the next six weeks we will be researching explorers, learning exciting new ways to remember vocabulary, creating through math, field trips and much, much more! The focus of our unit will be done through reading *The Tale of Despereaux*. We are asking for your active participation throughout our unit and we are thinking ahead and inviting you to participate in our party and field trip that is to come. We will be sending home our classroom newsletters and participation forms prior to these festivities so be sure to check your child's folder. Survival is a concept that we all encounter on a daily basis but, how do animals survive? And how has survival brought us to where we are now? These are just some concepts that your child will gain in the conclusion of this unit. So from here we will begin mapping our adventure through *The Tale of Despereaux* and learning about survival as it pertains to us!

The Fifth Grade Teaching Team,

Mrs. Dunkel
Mrs. Musselman
Mrs. Nelson
Mrs. Zoerhof

Spring Arbor University School of Education

Introductory Activity

Title: Artwork Adventure/Survival Narrative **Teacher Candidates:** Betsey Dunkel
(Introductory Activity)

Grade Level: 5th grade

Time Allotted: 30 minutes

Materials Required: Elmo, artwork image, composition notebooks, and pencil

Artwork website: <http://chapter-56.blogspot.com/2006/04/flight-adventure.html>

Common Core Standards:

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

Objective(s): Stated in terms of Bloom's taxonomy (level/verb) –

The student will {Bloom's taxonomy verb} ...

1. Observe a piece of artwork, think about what is happening or could be happening in the painting, and then reflect. (Comprehension)

2. Create a short narrative about adventure and survival drawn from the artwork observed. (Application)

Purpose of lesson:

Purpose is to use imagination and higher order thinking skills to create a narrative adventure just like the text “Tale of Despereaux”. Students will try to relate the artwork to an adventure that they would like to take part in. *The Tale of Despereaux* is all about adventure and survival.

Instructional Procedure: Students need to be ready for an adventure and to relate the artwork to their own adventure story.

Time Allotted	Essential Elements
3 minutes	<p>I. Anticipatory Set: The teacher will display a piece of art on the Elmo, then the class will start discussing the image and what it stands for or where it takes place.</p> <p>Students will use past writing skills to write the short narrative essay.</p>
2 minutes	<p>1. State Purpose and Objective(s) of Lesson:</p> <ul style="list-style-type: none">a. We want the students to learn how to think outside the box and write about a make believe adventure/survival story by visualizing art. (direct)b. Artwork is important, but using your imagination to express what the art means to you is even more influential. (explicit)c. Students will be expected to follow the classroom rules and guidelines, including respecting art and keeping the narratives respectful and clean.

25 minutes	<p>2. Instructional Input Plan:</p> <p><i>a. Modeling:</i></p> <ul style="list-style-type: none"> i. The teacher will show an example of a piece of art and discuss it with the class. Then the teacher will tell a quick story about the piece to model for the students what is expected. <p><i>b. Guided Practice:</i></p> <ul style="list-style-type: none"> i. Instruct students to visualize the image and to think deeply about what it means or what they really see. <p><i>c. Independent Practice:</i> The students will show their narratives to their peers and they can share them aloud if they please.</p> <ul style="list-style-type: none"> i. Share with families ii. Student will show understanding by their narratives.
	<p>3. Differentiation Considerations (accommodations):</p> <ul style="list-style-type: none"> a. Students who don't grasp the lesson will have extra time to work one-on-one with the teacher during read to self. b. If students finish before their peers, they can read to self.
	<p>4. Assessment:</p> <p>The assessment is the short narrative written by the student.</p>
	<p>5. Closure:</p> <ul style="list-style-type: none"> a. The students can share their writing in front of the class. b. The teacher will use artwork as an anticipatory set again in the future.

Viewing: Flight Adventure

By: Goro Fujita

<http://chapter-56.blogspot.com/2006/04/flight-adventure.html>



Spring Arbor University School of Education

Lesson Plan 1

Title: Flashlight Vocabulary

Candidate Teacher: Holly Nelson

Subject: Thematic Unit/ELA

Grade Level: 5th grade

Time Allotted: About an hour

Materials Required: 4/5 flashlights; 8x11 papers; tape

Michigan Curriculum Framework: CCSS.EL-Literacy.RL.5.4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Instructional Procedure: What information do students need to accomplish the objective(s)? The words have already been introduced with the definition, but they will now start to work with the words to create their own sentences.

Time Allotted	Essential Element
5 minutes	1. Anticipatory Set: Students will be broken into groups of 4 and given flashlights. I will turn off the lights and they will have 5 minutes to take turns doing shadow puppets before we start work.
	2. State Purpose and Objective(s) of Lesson: The purpose of the lesson is for students to gain confidence with the words they will be learning while reading the book.
30 minutes	3. Plan for Instruction: The students are broken into groups of 4. Each group will be given 4 words and 4 definitions. Their challenge is to write a sentence for each of their words and then read them aloud to the class so that each student gets to interact with each word, either by writing a sentence or by hearing the sentence read aloud. See attached graphic organizer.
	4. Differentiation Considerations (accommodations): Students who are done more quickly will have the opportunity draw a picture of the meaning of one or all of their 4 words to present with the sentence.
30 minutes	5. Assessment: The assessment will utilize the flashlights from the anticipatory set. Each group will have written their 4 words on 8x11 paper. The lights will be turned off and the words will be posted throughout the room. As the definition is read by the teacher the students will aim their flashlights at what they think is the correct word. When the teacher says, "ON!" The flashlights will turn on and illuminate the correct word. The students will be working in groups so that there will be only 4-5 light beams as opposed to 25. Points will be kept as to which group gets the most words correct. The winners will be given some sort of prize. Glowsticks?
	6. Closure: Ticket Out The Door: Use your term in a sentence with the simile you chose to use.

VOCABULARY WORDS

adaption

passionately revelation

aspirations

revelation

chiaroscuro

solace

colonization

tragic

descend

dire

exploration

ferocious

habit

illumination

innumerable

inordinate

inquire


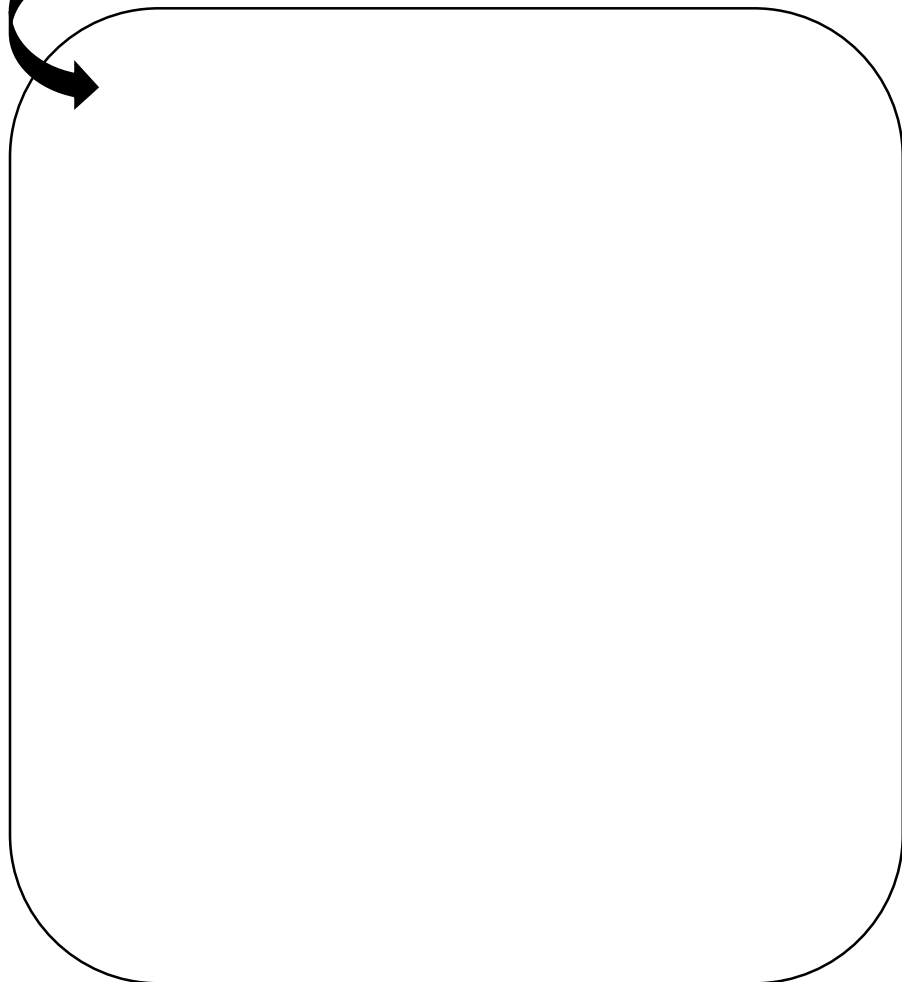
obsession

ominous

Name _____ Date _____

Term  _____

Draw an Image that represents the term!



Write a sentence using the term and a simile.

Spring Arbor University School of Education

Lesson Plan 2

Title: Famous Explorers

Teacher Candidates: Betsey Dunkel

Grade Level: 5th Grade

Time Allotted: 2 weeks

Materials Required: research tools, craft supplies for presentation, clipboards, library catalog, and Internet access

A composition notebook for personal reflection

Explorer Texts:

Scott Foresman, *5th Grade Social Studies Text*

Creative Experiences: *Famous Explorers*

Explorers of the New World: Discover the Golden Age of Exploration by Carla Mooney.

Great Colonial America Projects by Kris Bordessa

The Usborne Book of Explorers from Columbus to Armstrong by Felicity Everett & Straun Reid.

Websites:

<http://www.biography.com/>

<http://www.enchantedlearning.com/explorers/>

<http://allaboutexplorers.com/>

<http://www.history.com/>

Explorer Worksheets:

http://www.superteacherworksheets.com/explorers/explorer-report_WMWMN.pdf

You Tube Clips:

<http://www.youtube.com/watch?v=vLfmeGEEgSM> (Jacques Cartier)

<http://www.youtube.com/watch?v=w6YDnSWbXTM> (Hernando Cortez)

Common Core Standard:

5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (National Geography Standard 13, p. 169, C, E)

CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Objective(s): Stated in terms of Bloom's taxonomy (level/verb) –

The students will {Bloom's taxonomy verb} ...

- 1. Gather, research, and construct a project or presentation about a famous explorer by following the guided worksheet packet provided. (Explorer Packet)*
 - 2. Collaborate with group members to create the project or presentation, while learning valuable researching skills for future use as well.*
-

Purpose of lesson: The purpose of this lesson is to learn about the importance of famous explorers and to become successful researchers. This lesson is connected to the obstacles and motivations of life in Europe before discovering America and many other countries. Also tied to this lesson in the background is the text, *The Tale of Despereaux*. This text is about a mouse who learns to adapt to a new surrounding or environment because of the yearning for change and because of differences, just like the many explorers and immigrants that migrated to the new world and so on.

Instructional Procedure: Students need access to the internet, texts, library, and many more resources in order to complete this lesson. The teacher will provide these resources.

Time Allotted	Essential Elements
15 min.	<ol style="list-style-type: none">Anticipatory Set: The teacher will grab the student's attention by presenting a funny YouTube video about students in different areas performing skits about explorers.Students will use their background knowledge about resources to further their presentations as well as for gathering and researching the information needed to create the project. Through our Social Studies text, students have been

	<p>learning about the importance of explorers, so this lesson is connected to past reading and assignments.</p>
	<p>6. State Purpose and Objective(s) of Lesson:</p> <ul style="list-style-type: none"> a. Students will learn how to research topics through different resources, including internet, texts, videos, and more. (direct) b. Learning about famous explorers is important because they are the ones who helped shape America, Europe, and Asia. (explicit) c. Students are to follow the classroom guidelines for behavior expectations within the classroom, school building, and online. Groups working together are to be respectful and responsible.
<p>20 min. discussion</p>	<p>7. Instructional Input Plan:</p> <ul style="list-style-type: none"> a. <i>Modeling:</i> <ul style="list-style-type: none"> i. The teacher will discuss with the students the importance of learning research skills. The class will take part in a whole group discussion about why famous explorers are important to learn about and what they did that changed our world. The teacher will show examples of presentation ideas from YouTube on the Elmo. b. <i>Guided Practice: (2 weeks)</i> <ul style="list-style-type: none"> i. Students will work in groups of 3-4 peers to research a famous explorer chosen from a list provided by the teacher. Students will complete the worksheet packet that provides a guideline of what they need to research. Students will create a final

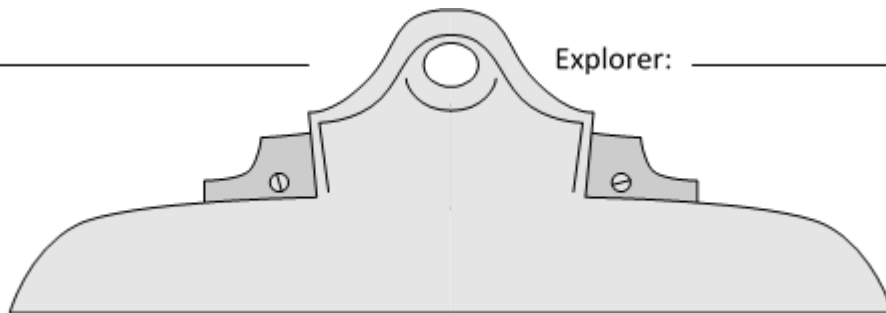
	<p>presentation about their explorer and present it to their peers.</p> <p>ii. The teacher will be a valuable resource for students to use as guidance with this project, as well as be available for questions and answers.</p> <p>c. <i>Independent Practice:</i> As the school year goes on, students will show understanding of these skills by using the resources more easily and with ease and awareness.</p> <p>i. Through homework assignments.</p> <p>ii. Share with families their final projects.</p> <p>iii. Proof that students have arrived with the objectives of this lesson will be their awareness of resources and knowledge of research skills.</p>
	<p>8. Differentiation Considerations (accommodations):</p> <p>a. Most students will be on the same pace for this project because of the configuring of groups that I will pre-plan.</p> <p>b. Students can always work on read-to-self.</p>
	<p>9. Assessment:</p> <p>Students will be provided with a rubric to follow during their entire project. The rubric is a guideline with key elements of importance. The final project and presentation will be the assessment, as well as the rubric. Students will be given ample time to finish this project so there should no reason for an incomplete. Students will be partnered with appropriate peers for success. The</p>

	<p>students will complete a final personal reflection about their experience within their group, why they enjoyed researching, and why they would want to become an explorer.</p>
	<p>10. Closure:</p> <ul style="list-style-type: none"> c. Students will complete an explorer packet as a group during research. d. Students will perform or present a final presentation for their peers in the classroom. e. Students will use researching, gathering, and constructing skills for future projects.

Name: _____

Explorer: _____

1



My Explorer Report

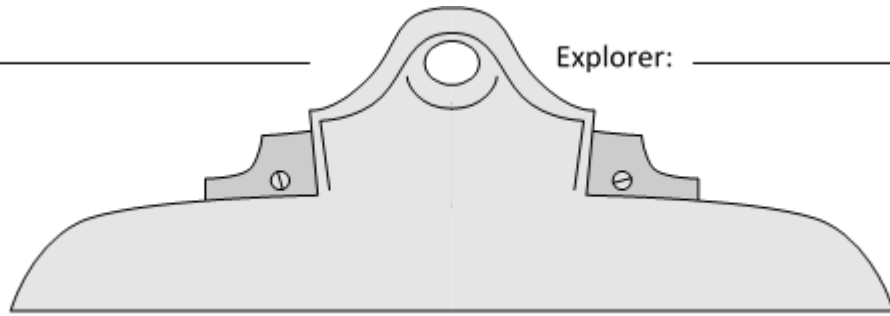
Explorer: _____

Draw a picture of your explorer or find a picture of your explorer from a resource that you have used.

Name: _____

Explorer: _____

1



Biographical Overview

Explorer's Full Name:

Date of Birth:

Country of Birth:

Date of Death:

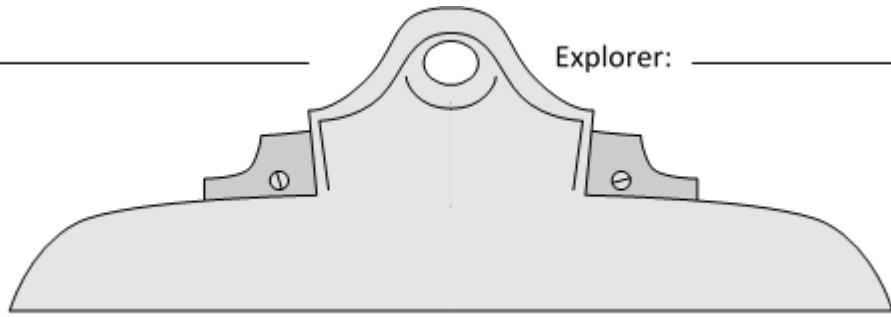
What country did this explorer sail from?

Draw the flag of the country your explorer sailed for.

Name: _____

Explorer: _____

1



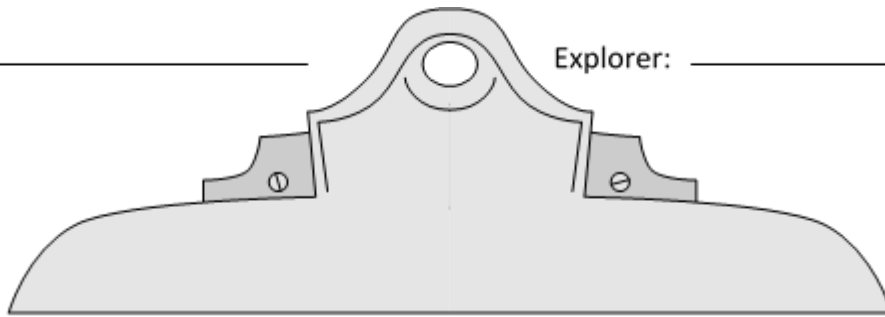
Main Events of Exploration

Describe the purpose and main events of your explorer's main journey. Tell why he went on this main exploration. Also, describe where his trip started, where he traveled, and what he found or saw.

Name: _____

Explorer: _____

1



Transportation & Crew

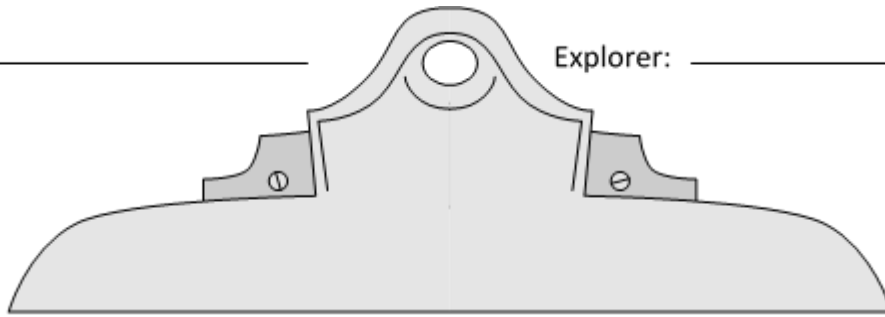
Describe your explorer's crew. _____

Describe the ships or other transportation used by your explorer. _____

Name: _____

Explorer: _____

1

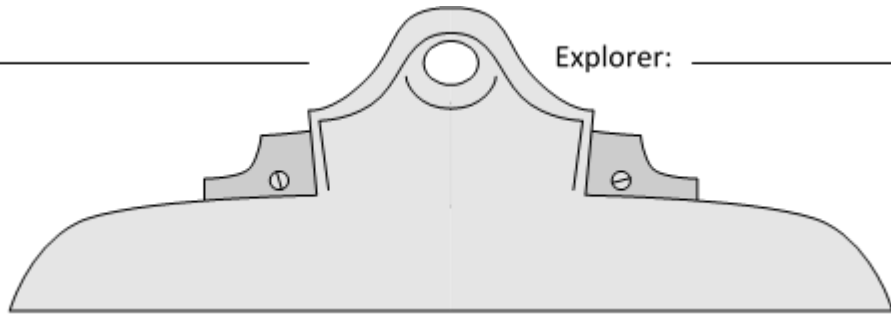


Draw an illustration of the ships or other transport used by your explorer. Be sure your picture has lots of clear detail and is colored in.

Name: _____

Explorer: _____

1



Map

On the world map below, draw your explorer's route. Use red lines with arrows to Mark the route from beginning to end.

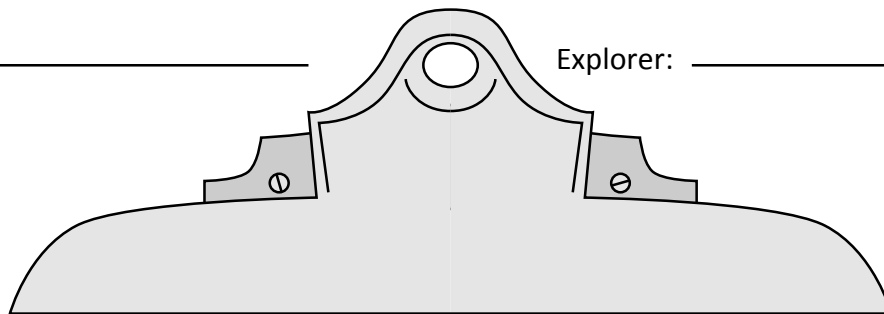
Label his starting point and any important stops along the way. Label the oceans and areas explored.



Name: _____

Explorer: _____

2



Bibliography

List the books and websites where you found your information.

When you list a book, include the author's name and the title of the book.

When you list a website, include the URL and a title of the article.

1. _____

2. _____

3. _____

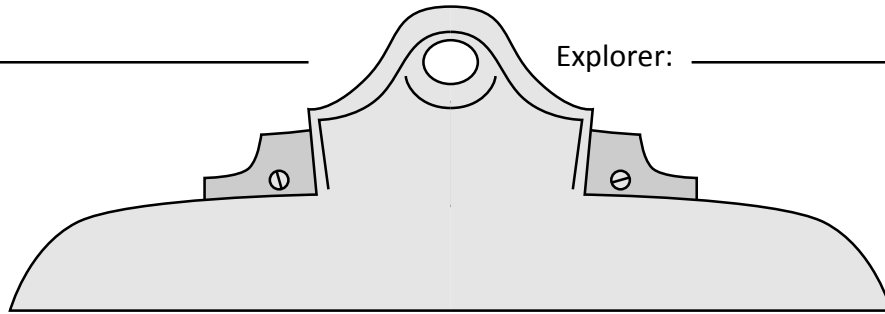
4. _____

5. _____

Name: _____

Explorer: _____

2



Grade

/10 **Portrait (Cover – Page 1)**

The portrait or glued picture accurately portrays the student's explorer. The portrait is neat and detailed.

/10 **Biographical Overview & Flag (Page 2)**

All questions are answered accurately. Student has researched all necessary information. The country's flag is drawn accurately and neatly.

/30 **Main Events Essay (Page 3)**

The essay accurately describes the purpose and main events of the explorer's journey. The essay mentions the starting point, lands discovered or explored, and the end of the journey.

Essay is written in complete sentences with correct grammar, spelling, and punctuation.

/15 **Transportation and Crew (Page 4)**

There is a description of the crew, including the number of men that accompanied the explorer. The type of ships or transportation is described in detail. The picture is carefully and accurately drawn.

/15 **Map (Page 5)**

The map of the explorer's journey is accurate. Oceans and important places are labeled.

/10 **Bibliography (Page 6)**

Several sources of information are listed. Titles, authors, and website addresses are included.

/10 **Presentation**

Handwriting is clear and easy to read. Words are spelled correctly. There are no wrinkled or ripped pages in the packet.

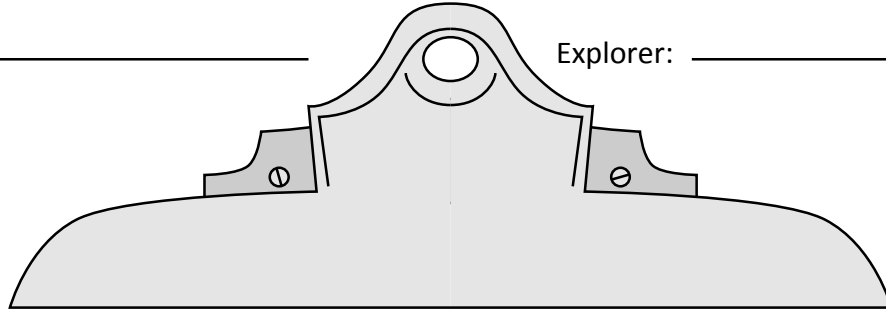
Total Grade (out of 100) _____/100

Comments:

Name: _____

Explorer: _____

2



List of Explorers

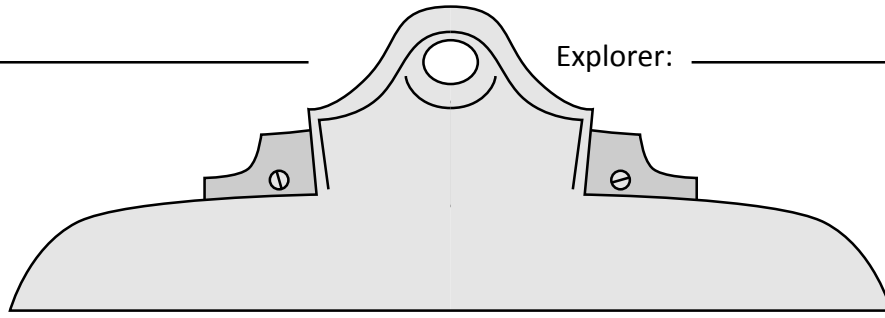
You may choose to research one of these explorers. Each group needs to do a different explorer so we don't have everyone doing the same one. First come first serve! See sign-up sheet.

- Christopher Columbus
- Ferdinand Magellan
- Giovanni da Verrazano
- Henry Hudson
- Hernán Cortés
- Jacques Cartier
- John Cabot
- Juan Ponce de León
- Robert de LaSalle
- Samuel de Champlain

Name: _____

Explorer: _____

2



Explorer Sign-Up Sheet

1. Group Members

Explorer

2. Group Members

Explorer

3. Group Members

Explorer

4. Group Members

Explorer

5. Group Members

Explorer

6. Group Members

Explorer

7. Group Members

Explorer

Field Trip and Behavior Report

Lesson Plan 3

Title: Field Trip to Raven Hills and Animal Behavior Report

Teacher Candidate: Brittany Musselman

Grade Level: 5th grade

Time Allotted: 3-4 hours

Materials Required: transportation (bus), permission slips, notebooks and pencils, books

Texts:

Animal Habitats by Judy Press

Beavers by Deborah Hodge

Michigan Bird Watching by Bill Thompson

Michigan Plants and Animals by Marda Schowberg

The Tale of Despereaux by Kate DiCamillo

Common Core Standard:

L.EV.05.11 Explain how behavioral characteristics (adaptation, instinct, learning, habit) of animals help them to survive in their environment.

Objective(s): Stated in terms of Bloom's taxonomy (level/verb) –

Students will go on a field trip to explore animals and their natural habitat {analysis}

Students will observe animals and study their behavior {analysis}

Students will ask questions in regards to animals and their behavior {Evaluation}

Students will write a report in regards to the field trip {application}

The student will {Bloom's taxonomy verb} ...

1. Students will apply new knowledge to complete a report on animals and their adaptation and learning habits.

2. Students will analyze animals in their natural habitat and the skills that they use to survive.

Purpose of lesson:

The purpose to this lesson is to allow students to study animals in their natural habitat and to explore their adaptation, instinctive and learning habits. Finally, students will construct an essay to apply their knowledge and notes taken from the field trip experience.

Instructional Procedure:

Time Allotted	Essential Elements
15-25 min	<p>4. Anticipatory Set: To prepare students for our fun adventure at Raven Hills we would read a chapter from <i>The Tale of Despereaux</i> before preparing to depart from school and to connect to the idea of animals and adaptation.</p> <p>5. On our way to the field trip we will discuss animals that students predict they will see as well as applying their present knowledge to discuss how they may survive within their habitat.</p>
	<p>11. State Purpose and Objective(s) of Lesson:</p> <p>The purpose to the field trip is to incorporate a fun lesson through hands on experience that helps students learn about animals and their survival skills by exposing them to their natural habitats. The objective to the lesson is for students to generate hypothesis and explore nature to discover their ideas on animals and their ability to survive.</p>
15 Min	<p>12. Instructional Input Plan:</p> <p><i>a. Modeling:</i></p> <ol style="list-style-type: none">Students will observe pictures, books and stuffed animals to decipher animals, where they can look to find them, and how they know an animal is present.The teacher will then allow students to explore the books and materials to prepare for their nature walk.

30 Min	<p>b. <i>Guided Practice:</i></p> <ul style="list-style-type: none"> i. Teacher will ask questions regarding animals they will see and how students think they adapt to their environment and survive. ii. We will have students dress up as a ‘beaver’ and discuss how each characteristic to the animal is essential to their survival (allow students to see how all parts work together).
45 Min	<p>c. <i>Independent Practice</i></p> <ul style="list-style-type: none"> i. Students will pair up in groups of 6 and go on a nature walk to observe and take notes of animals they see, hear and smell and discuss and gain information from group discussions. ii. Students will use their notes and newly found knowledge to write an animal behavior report. iii. Students will share with families by reading their report to their families and signing a slip stating the student has completed task. iv. Student’s papers will be graded based on a rubric designed as a class.
	<p>13. Differentiation Considerations (accommodations):</p> <ul style="list-style-type: none"> a. Students who complete, either the nature walk or time allotted for the paper, before peers will have the opportunity to create a picture of their animal in which labels the parts of their animal and how it helps them live in their environment. b. Students will be given alternative tasks for finishing their project before

	<p>beginning their paper.</p> <p>c. Students with IEPs and other exceptions will receive more guidance through extra mentor and peer attention.</p>
<p>30-45</p> <p>Min</p>	<p>14. Assessment:</p> <p>Students would be assessed through their involvement throughout the field trip and their participation in answering questions and group discussions. Finally, students will be graded on an animal behavior report in which incorporates our learning objective, animals and their behavioral characteristics, through a rubric grading system.</p>
	<p>15. Closure:</p> <p>f. Students will share their ‘studied’ animal to the class and share one behavioral characteristic that helps the animal survive.</p> <p>g. Students will receive a handout of their peers animals and characteristic of survival prepared by the teacher.</p>

Animal Behavior Report Grading Rubric

Student Name: _____

Category	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed	The information appears to be disorganized
Quality of Information	Student created a five paragraph paper using information learned on field trip.	Student created a four paragraph paper using information learned on field trip.	Students created a three paragraph paper using information learned on field trip.	Student created a one-two paragraph paper with no information learned from field trip.
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical spelling or punctuation errors.	Many grammatical spelling or punctuation errors.
Content	The paper clearly defines one animal and three survival skills.	The paper defines one animal and two survival skills.	The paper defines one animal and one survival skill.	The paper defines no animal and no survival skills.

Grade: _____/12

Comments:



Parent/Guardians,

We will be going on a field trip to Raven Hill Discovery Center in Petoskey on Friday, November 29, 2013. The bus will leave at 8:45 A.M. and we will return to school at 12:15 P.M. We will have a snack provided on the field trip and lunch once we return to school. During our field trip we will learn about animals and their natural habitat. Through their observations students will identify survival skills needed for different animals to survive. Students will participate in some indoor activities and games, preview books related to animals we will see and conclude with a nature walk in which students will discuss and observe in small groups. Please make sure students dress warm and have the necessary outdoor apparel according to the weather. We would love to have you attend this field trip if possible and join in on our fun of learning about survival. Please sign the permission slip below for your child to attend our trip to Raven Hills and if you are able to join in on our adventure also sign and return the chaperone slip. Please return slips on or before November 21. Thank you!

Fifth Grade Teaching Team,

Mrs. Dunkel

Mrs. Nelson

Mrs. Zoerhof

Mrs. Musselman

_____ I give my child _____ permission to attend the field trip to Raven Hills on November 29, 2013.

_____ I wish to keep my child _____ from participating in the field trip to Raven Hill on November 29, 2013.

Signature: _____

_____ I am able to attend the field trip, as a chaperone, to Raven Hill.

_____ I am unable to attend the field trip to Raven Hill.

Spring Arbor University School of Education

Lesson Plan 4

Title: Fractions & the Gift of Friendship Soup

Teacher Candidate: Christina Zoerhof

Grade Level: 5th

Time Allotted: 3 class periods

Materials Required:

- **SMART Board** (This lesson can be adapted to use with a document camera, projector, and whiteboard.)
 - **Internet Access** (The text shown below can be used as an alternative.)
 - **iPads or access to a computer lab with multiple students stations**
 - **YouTube Video** (The text shown below can be used as a replacement.)
Grocery Store Wars: http://www.youtube.com/watch?v=hVrIyEu6h_E
(This video provides an entertaining 5-6 minute recreation of *Star Wars IV* using produce. Organic produce battle the dark side of the farm - the products of intensive farming practices.)
 - **Children's Book** (The YouTube video can be used as a replacement.)
The Grapes of Math by Greg Tang, illustrated by Harry Briggs
(The fun riddles in this book teach the skill of adding quickly via grouping.)
 - **Fractions Worksheet** (Attached)
 - **Equivalent Fractions Bingo:** http://www.abcya.com/equivalent_fractions_bingo.htm
 - **Pencils**
 - **Measuring Cups & Spoons**
 - **One 1.5 pint jar for each student** (3-4 cup mason jars will work as well)
 - **Ribbons, stickers, paints...to decorate the soup mix gift jars**
 - **Dry Mix Instruction Sheets** (to attach to gift soup mix jars)
 - **Friendship Soup: Dry Mix Ingredients**
 - 1/2 cup dry split peas *x # of students in class*
 - 1/3 cup beef bouillon granules *x # of students in class*
 - 1/4 cup pearl barley *x # of students in class*
 - 1/2 cup dry lentils *x # of students in class*
 - 1/4 cup dried minced onion *x # of students in class*
 - 2 tsp. Italian seasoning *x # of students in class*
 - 1/2 cup uncooked long grain rice *x # of students in class*
 - 1/2 cup alphabet macaroni or other small macaroni *x # of students in class*
-

Common Core Standards:

- **CCSS.Math.Content.5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$.)
- **CCSS.Math.Content.5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

Objective(s): Stated in terms of Bloom's taxonomy (level/verb) –

The students will {Bloom's taxonomy verb} ...

- *use* knowledge of converting fractions to solve number problems. (*Application*)
- *use* knowledge of adding fractions with unlike denominators to solve (via calculation) word and number problems. (*Application*)
- *group/sort* fractions prior to adding to simplify the calculation process. (*Analysis*)
- *use* knowledge of fractions and measurements in a real world scenario – to prepare a recipe/dry soup mix. (*Application*)

Purpose of lesson:

The purpose of this lesson is to: strengthen students' ability to add fractions with unlike denominators, demonstrate the benefits of grouping/sorting fractions during the addition process, and to communicate the importance of fraction knowledge using a real world scenario. This lesson relates to the Thematic Unit's theme of survival by means of teaching students how to use fractions and measurements in the preparation of food, in this case a dry mix recipe for soup.

Instructional Procedure:

Time Allotted	Essential Elements TSW = The student will TTW = The teacher will
<p>Day 1</p> <p>Option 1 or 2: 8-10 Minutes</p> <p>(Also, the video could be used for the anticipatory set on day one and the book could be used on day two.)</p>	<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Option 1: YouTube video <ul style="list-style-type: none"> ○ TTW show the video <i>Grocery Store Wars</i> http://www.youtube.com/watch?v=hVrIyEu6h_E (This video provides an entertaining 5-6 minute recreation of <i>Star Wars IV</i> using produce. Organic produce battle the dark side of the farm - the products of intensive farming practices.) ○ TTW relate the video to the Thematic Unit's theme of survival. (Humans need food to survive. The ability to prepare healthy meals is important towards survival and maintaining health.) ○ TTW relate the theme of survival (via food) to this lesson plan. (TSW use their knowledge of fractions to prepare a recipe, a dry mix soup that they will decorate and gift to a family member or family friend.) • Option 2: Children's Book <ul style="list-style-type: none"> ○ Book: <i>The Grapes of Math</i> by Greg Tang, illustrated by Harry Briggs ○ TTW will share a couple of riddles/exercises from this book with the class and help the students solve them, drawing attention to the strategy of sorting/grouping. (Use a SMART Board, or a document camera and projector, to share the text.) ○ TTW relate the book to the lesson plan (The book encourages the grouping of items in order to add them faster. This strategy can also be used when adding a series of fractions.) ○ TTW relate the lesson plan to the Thematic Unit theme of survival

<p>Verbal Review: 5 <i>Minutes</i></p>	<p>(Food is necessary for survival. TSW use their knowledge of fractions to prepare a recipe, a dry mix soup that they will decorate and gift to a family member or family friend.)</p> <p>Review of previously related Lessons:</p> <ul style="list-style-type: none"> • TTW remind students of previous fraction instruction, specifically adding fractions with unlike denominators. • TTW ask students to recall the theme of the Thematic Unit – survival. • TTW ask students to recall how food (and survival) relates to the thematic unit focus book <i>The Tale of Despereaux</i>.
<p>Day 1 Purpose, Importance, & Behavioral Expectations: 5 <i>Minutes</i></p>	<p>16. State Purpose and Objective(s) of Lesson:</p> <p>a. TTW tell the students what he/she wants them to learn (direct)</p> <p><i>The students will:</i></p> <ul style="list-style-type: none"> ○ use knowledge of converting fractions to solve number problems. (<i>Application</i>) ○ use knowledge of adding fractions with unlike denominators to solve (via calculation) word and number problems. (<i>Application</i>) ○ group/sort fractions prior to adding to simplify the calculation process. (<i>Analysis</i>) ○ use knowledge of fractions and measurements in a real world scenario – to prepare a recipe/dry soup mix. (<i>Application</i>) <p>b. TTW communicate why this knowledge is important (explicit)</p> <ul style="list-style-type: none"> ○ Knowledge of fractions will be critical towards a continuation in mathematical studies – algebra, geometric, trigonometry, calculus, et cetera. ○ Fractions are commonly used in everyday life <ul style="list-style-type: none"> ➤ Cooking – measurements and conversions for recipe

	<p>ingredients</p> <ul style="list-style-type: none"> ➤ Building – measurements and conversions for cutting materials, construction and installation (e.g., closets, cabinets, doors)... ➤ Household Budgeting ➤ Shopping ➤ Engineering & Art <p>c. TTW communicate behavioral expectations to the students at the beginning!</p> <p>Standard classroom rules and procedures apply. Students will be respectful and courteous at all times.</p>
<p>Day 1</p> <p>Equivalent Fractions Bingo:</p> <p><i>15-20 minutes</i></p> <p><i>(If class time remains, begin modeling and guided practice.)</i></p> <p>Day 2</p> <p>SMART Board Work</p>	<p>17. Instructional Input Plan:</p> <p>a. Equivalent Fractions Bingo (on iPads or in the computer lab)</p> <p>http://www.abcya.com/equivalent_fractions_bingo.htm</p> <ul style="list-style-type: none"> i. TTW model how to play the game. ii. TSW will play the game. TTW monitor their progress and assist as necessary. <ul style="list-style-type: none"> 1. Students can play individually, in partners, or in small groups, at the discretion of the teacher.) 2. There are two levels of play – easy and challenging. The students should start on the easy level and work their way towards the challenging level. <p>b. Modeling & Guided Practice: Grouping and Adding Fractions using the SMART Board. (Note: This plan can be easily adapted for use with a document camera and projector or a whiteboard.)</p> <ul style="list-style-type: none"> i. TTW model adding fractions on the SMART Board. <ul style="list-style-type: none"> 1. Model the addition of three fractions with dissimilar

Modeling, Guided Practice, & Independent Practice Worksheet	<p>denominators (e.g. $\frac{5}{6} + \frac{1}{2} + \frac{2}{3}$).</p> <p>2. Model the addition of three fractions, two with identical denominators, and one with a dissimilar denominator (e.g. $\frac{2}{5} + \frac{1}{5} + \frac{2}{3}$). <i>Use the SMART Board</i> to group the two fractions with identical denominators together. Add them. Ask students to provide a common denominator for this total and the remaining fraction. Convert the fractions and add.</p> <p>ii. Guided Practice with the SMART Board</p> <p>1. TTW will display five fractions <i>on the SMART Board</i>, two should have identical denominators (e.g. $\frac{1}{3}$ & $\frac{1}{3}$), another two should have identical denominators that are dissimilar from the first two ($\frac{1}{4}$ & $\frac{2}{4}$), and a fifth fraction should have a denominator dissimilar to the other two sets and should equal one (e.g., $\frac{8}{8}$).</p> <p>2. TSW <i>use the SMART Board</i> to separate out the fraction that equals one (e.g., $\frac{8}{8} = 1$). Note to the students that this fraction equals one.</p> <p>3. TSW <i>use the SMART Board</i> to group fractions with the same denominators together and add them (e.g., $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ and $\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$).</p> <p>4. TTW ask the students to suggest a common denominator for adding the three remaining fractions together (e.g., $\frac{2}{3} + \frac{3}{4} + \frac{6}{6}$ would be $\frac{8}{12} + \frac{9}{12} + \frac{12}{12}$). TTW note that the fraction that equals one can be easily translated to any denominator.</p> <p>5. TSW total the fractions.</p>
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<p>Day 3</p> <p>The Gift of Friendship Soup</p>	<p>c. Independent Practice: Fractions Worksheet</p> <p>(This can be completed in class or sent home as homework, as time allows.)</p> <p>After the students complete the second word problem, TTW ask the students what size jar (in cups and in pints) would best contain this dry mix recipe.</p> <p>(Note: There are two cups in a pint.)</p> <p>d. Independent Practice: The Gift of Friendship Soup (Recipe Attached)</p> <ol style="list-style-type: none"> i. TTW will prepare the room in advance for creating soup mix gift jars. <ol style="list-style-type: none"> 1. TTW will ensure that all food prep surfaces are clean. 2. TTW will divide the dry mix ingredients amongst groups of desks. 3. TTW will have clean, gift jars ready for each student. 4. TTW will provide measuring cups and spoons for each group. 5. TTW will have the recipes ready to attach the jars with ribbon or glue and decoration materials (ribbons, paint, stickers...) on hand. 6. It is important that the jar decoration space is completely separate from the ingredients mixing space. ii. TTW will ensure that the students wash their hands before handling any ingredients, after handling ingredients and before the decoration process, and after handling the decoration materials. iii. TTW either display an example of a completed gift jar containing the Friendship Soup mix or show a photo of one. Here are a couple of online photo options; both show a beautiful layering of the mix:
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	<ol style="list-style-type: none"> 1. http://cdn2.bigcommerce.com/server900/9660c/products/77/images/175/JAR_SOUP_amishfriendship_76172.1296264822.750.750.jpg 2. http://media-cache-ec0.pinimg.com/736x/6a/22/be/6a22be023544ac2285d9b4ea94b90eef.jpg <p>iv. TSW will measure the ingredients into their gift jars, then seal and carefully decorate the jars.</p> <p>v. TSW will clean up their work spaces when finished.</p>
	<p>18. Differentiation Considerations (accommodations):</p> <p>a. Alternate plans for students who finish quickly or require extra time</p> <p>i. Equivalent Fractions Bingo</p> <ol style="list-style-type: none"> 1. Students who complete both levels of the Equivalent Fractions Bingo game early can chose other mathematics games from ABCya to play. 2. Students who struggle with the beginning level of the Equivalent Fractions Bingo game could play a lower level mathematics games on ABCya or perhaps work with a classroom assistant on leveled mathematical concepts. <p>ii. Math Worksheets</p> <ol style="list-style-type: none"> 1. Students who complete their worksheets in class can work with a struggling student, read independently, or work quietly on other math projects or classroom assignments. 2. Student who need more time can take the worksheets home. 3. Students who struggle with fraction concepts should receive additional assistance from the teacher, a classroom assistant,

	<p>a tutor, parents, and/or other students. Make appointments outside of classroom time as necessary.</p> <p>iii. Creating the Friendship Soup Mix Gift Jars</p> <ol style="list-style-type: none"> 1. Students who complete their gifts early can begin cleaning their workspace, work with a struggling student, read independently, and/or work quietly on other math projects or classroom assignments. 2. Students who are struggling with their measurements and gift decoration should receive assistance from the teacher, a classroom assistant, and/or other students. <p>b. TTW tell students what they should do when they finish an assignment early.</p>
<p>In class:</p> <p>5 minutes</p> <p>+</p> <p>Additional Worksheet Correction Time</p>	<p>19. Assessment:</p> <ol style="list-style-type: none"> a. TTW gauge student understanding during the anticipatory set and guided practice. b. TTW collect and assess the Fraction Worksheet. c. TTW evaluate student success at measuring the dry mix soup ingredients into the gift jars. Do the combined ingredients rest at the appropriate measurement mark on the jar? Do the combined ingredients fall well short of, or rise well above, the height they should have reached in the jar.
<p>Each day of lesson:</p> <p>3 Minutes</p>	<p>20. Closure:</p> <ol style="list-style-type: none"> h. TTW will ask the students to verbally summarize what they have learned each day of the lesson. i. TTW will reinforce the objectives.

Teacher Reflection Questions:

What did I want the students to learn? How will I know they learned it? What will I do for the student(s) that didn't?

What will I do for the student(s) that did? What went well? What would I change if/when I teach this again?

Fractions Worksheet

Name: _____

Warm-up: Adding Fractions with Unlike Denominators

$\frac{1}{2} + \frac{2}{3} =$	$\frac{3}{4} + \frac{1}{3} =$
$\frac{1}{8} + \frac{1}{3} + \frac{1}{3} =$	$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} =$

Exercise 1: How many cups of trail mix would the following list of ingredients add up to?

$\frac{1}{3}$ cup M&M's

$\frac{1}{8}$ cup of raisins

$\frac{1}{2}$ cup mixed nuts

$\frac{3}{4}$ cup small pretzels

1 cup Chex cereal

Exercise 2: Rounding to the nearest whole cup, how many cups of soup mix would the following list of ingredients add up to? (Hint: Add the fractions with common denominators together first and separate out the full cups.)

$\frac{1}{2}$ cup dry split peas

$\frac{1}{3}$ cup beef bouillon granules

$\frac{1}{4}$ cup pearl barley

$\frac{1}{2}$ cup dry lentils

$\frac{1}{4}$ cup dried minced onions

$\frac{1}{2}$ cup uncooked long grain rice

$\frac{1}{2}$ cup alphabet macaroni

Fractions Worksheet: Answer Key

$\frac{1}{2} + \frac{2}{3} = \frac{3}{6} + \frac{4}{6} = \frac{7}{6} = 1\frac{1}{6}$	$\frac{3}{4} + \frac{1}{3} = \frac{9}{12} + \frac{4}{12} = \frac{13}{12} = 1\frac{1}{12}$
$\frac{1}{8} + \frac{1}{3} + \frac{1}{3} = \frac{1}{8} + \frac{2}{3} = \frac{3}{24} + \frac{16}{24} = \frac{19}{24}$	$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{4}{8} + \frac{2}{8} + \frac{1}{8} = \frac{7}{8}$

Exercise 1: How many cups of trail mix would the following list of ingredients add up to?

$\frac{1}{3}$ cup M&M's

$\frac{1}{8}$ cup of raisins

$\frac{1}{2}$ cup mixed nuts

$\frac{3}{4}$ cup small pretzels

1 cup Chex cereal

$$1 + \frac{1}{3} + \frac{1}{8} + \frac{1}{2} + \frac{3}{4} = \frac{24}{24} + \frac{8}{24} + \frac{3}{24} + \frac{12}{24} + \frac{18}{24} = \frac{65}{24} = 2\frac{17}{24}$$

Exercise 2: Rounding to the nearest whole cup, how many cups of soup mix would the following list of ingredients add up to? (Hint: Add the fractions with common denominators together first and separate out the full cups.)

$\frac{1}{2}$ cup dry split peas

Add the fractions with common denominators first.

$\frac{1}{3}$ cup beef bouillon granules

$$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{4}{2} = 2$$

$\frac{1}{4}$ cup pearl barley

$$\frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$$

$\frac{1}{2}$ cup dry lentils

Add the remaining fraction to the previous totals.

$\frac{1}{4}$ cup dried minced onions

$$2 + \frac{1}{2} + \frac{1}{3} = 2 + \frac{3}{6} + \frac{2}{6} = 2\frac{5}{6} \approx 3 \text{ cups}$$

$\frac{1}{2}$ cup uncooked long grain rice

$\frac{1}{2}$ cup alphabet macaroni

Friendship Soup

Dry Mix Ingredients

1/2 cup dry split peas
1/3 cup beef bouillon granules
1/4 cup pearl barley
1/2 cup dry lentils
1/4 cup dried minced onion
2 tsp. Italian seasoning
1/2 cup uncooked long grain rice
1/2 cup alphabet macaroni or other small macaroni

Dry Mix Instructions

Layer ingredients in a 1½ pint jar with the pasta at the top.

Hint: Wrapping the pasta in a light layer of plastic will make it easier to separate for cooking.

Seal jar with lid and attach tag with cooking directions. Decorate jar as desired.

Instructions to Attach to Jar

Friendship Soup Mix

Additional Ingredients:

1 pound ground beef
3 quarts water
1 (28 oz.) can diced tomatoes, undrained



Original author unknown, Recipe retrieved and adapted from:
<http://www.budget101.com/soup-mixes/friendship-soup-mix-372.html>

Spring Arbor University School of Education

Lesson Plan 5

Title: Character Comparisons

Teacher Candidate: Holly Nelson

Grade Level: 5th grade

Time Allotted: 3 hours

Materials Required: Paper, Pencils, and several copies of *The Tale of Despereaux*

Common Core Standards:

CCSS.ELA-Literacy-RL.5.3 Compare and contrast 2 or more characters, setting, or events in a story or drama, drawing on specific details in the text.

CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Objective(s):

The student will {Bloom's taxonomy verb} ...

1. The student will compare 2 characters in *The Tale of Despereaux*, such as: Despereaux and Roscuro, Princess Pea and Miggery Sow, Lester Tilling and King Philip.
2. The student will write an essay that is clear and coherent with organization that is appropriate for the task.

Purpose of lesson: To compare two different characters included in the text *The Tale of Despereaux*.

Instructional Procedure:

Time Allotted	Essential Elements
10 minutes	<p>6. Anticipatory Set: We will look at the pictures within the text to describe the characters in a grand discussion. This will get the students thinking about the different characters and how they are different and how they are similar.</p> <p>7. We will briefly discuss protagonists, and antagonists.</p>

30 minutes	<p>21. State Purpose and Objective(s) of Lesson:</p> <ul style="list-style-type: none"> a. The student will organize characters in a written text. b. It's important because comparing is an integral way to sort ideas and organize information. c. Students are expected to work hard, show pride for their work, and write a page explaining similarities and differences in a text.
1 hour	<p>22. Instructional Input Plan:</p> <ul style="list-style-type: none"> a. <i>Modeling:</i> <ul style="list-style-type: none"> i. I will compare two characters in a story like <i>Little Red Riding Hood</i>. b. <i>Guided Practice:</i> <ul style="list-style-type: none"> i. Students will compare the characters in the story ii. The students will hand in their graphic organizers. c. <i>Independent Practice:</i> Students will write a page essay describing the characters' differences and similarities following a rubric.
	<p>23. Differentiation Considerations (accommodations):</p> <ul style="list-style-type: none"> a. Students who have difficulties writing will be given the opportunity to draw their characters and talk to me about the differences. b. The students who finish early can either draw a photo of their two characters or write a journal entry for one of the characters they chose describing an event during an average day for that character from the character's view-point.
	<p>24. Assessment:</p> <p>See attached rubric</p>
	<p>25. Closure:</p> <ul style="list-style-type: none"> j. I will have the students quickly tell me about the characters they chose and what they discovered about them during their writing.

CATEGORY	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole- to-whole, similarities - to-differences, or point- by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole- to-whole, similarities - to-differences, or point- by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole- to-whole, similarities - to-differences, or point- by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Essay Rubric

Compare and Contrast Graphic Organizer

Character #1	Character #2
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How are they alike?

How are they different?

--	--

Materials Needed:

For Movie:

- Movie (The Tale of Despereaux)
 - Pajamas (optional)
 - Soup (provided by teacher)
 - Eating utensils
 - Floor space
 - Popcorn
-

For Assessment:

- Paper
- Pencil
- Notes/work from book
- Movie recall



Culminating Activity

The Tale of Despereaux Movie Party



After completing the book and thematic unit students will spend the afternoon watching the movie during our class's 'Tale of Despereaux' party. Students will have soup for lunch, in our classroom, followed by the movie and popcorn.

Assessment:

After our 'Movie Party' students would have some time to complete a write up comparing and contrasting the movie of The Tale of Despereaux to the book and include:

- Which they preferred?
- Similarities/differences
- One lesson that they took from the theme of the story

This write up would be graded by a basic rubric discussing whether students answered all elements above.

Dear Parent/Guardian,

We are wrapping up our thematic unit on survival. We have finished reading the book ***The Tale of Despereaux*** and are going to complete our unit with a classroom pajama party Friday, November 24 after lunch. The students have worked so hard and deserve this treat. We will begin our party with lunch in our classroom; I will be providing soup for everyone. I will have a couple choices: Chicken Noodle or Vegetable. If you are able or would like to help I have a list of material below please check an item, sign it and send it back to school tomorrow and send in your item before Friday. Following lunch we will watch the movie *The Tale of Despereaux* and have popcorn. Again, the students are very deserving of this party and I hope to make it a fun, learning experience☺! Thank you for your help.

Our Fifth Grade Teaching Team,

Mrs. Dunkel

Mrs. Musselman

Mrs. Nelson

Mrs. Zoerhof

I can provide the following for the party:

_____ Popcorn

_____ Spoons

_____ Bowls

_____ Napkins

_____ Bread

_____ Cups

_____ Juice Boxes

Sign _____

BIOGRAPHY

Thematic Unit Unifying Text:

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Lesson Plan 1: Flashlight Vocabulary

See thematic unit unifying text.

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Lesson Plan 4: Fractions and the Gift of Friendship Soup

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Lesson Plan 5: Character Comparisons

See thematic unit unifying text.

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APPENDIX

Cover

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Conceptual Map

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