**Mr. Moore’s 5th Grade ELA/Writing Planned Lesson**

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| **Course: M/J Language Arts** | **Unit: 1** | **Instructor: Moore/Harmon** |

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| **Objective:** (The student will be able to):   * Students will be able to quote accurately from the text and make inferences. * Students will be able to compare and contrast two texts, genres, or settings. | **Date(s): October 26-30** |
| **Standard/Benchmark:**  RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  RL.5.3: Compare and contrast two or more settings or events in a story, drawing on specific details in the text. | ***Notes:*** |
| **Essential/ Guiding Question** (from Learning Schedule):  How can we use details and quotes from the texts to make inferences?  How can we use specific details from texts to compare and contrast events and settings? | |
| **Instructional Focus (FCIM):** Compare/Contrasting Settings, Citing accurately from the text | **Materials:** Washed Up! Text |
| **Vocabulary (for active Word Wall):**, Civilization, reality, vied, primates, environment, ultimate, swamp, tide, canopy, jungle. | **Cross Curricular Connection:** Travel/Reading |

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| **Day 1 Warm Up:** Please go back in your “Washed Up!” text and tell me 3 important details that you think help the reader better understand the text. | **Time8:00- 8:30** |  | **Accommodations/Modifications (ESE)** *What do you need to do in order to assist your students with special needs?*  For students with special needs, they will be given additional help by reading interventionist and pulled out during small group instruction.  **Teacher Notes:** | **Instructional Strategy (Reading):**  Read Aloud  **Instructional Strategy (Writing):**  Read Aloud Think Aloud  **Differentiated Instructional Strategies**  **Essential Reading Strategy (Student):**  Read Stop Take Notes |
| **Instructional Focus Lesson**  Comparing/Contrasting Settings |
| **Workshop Model - Mini-Lesson with Modeling**   * Read pages 12-17 of Washed Up! * Have an open discussion about “What environment do the Luis have to contend with?” How is their environment different now than it was in the past?” * Discuss environments changing and how we can relate to environmental changes. Make connections text to real life. * Also discuss similarities between challenges the families face and how characters differ. Have students make additional connections with themselves.   Key vocabulary: civilization, vied | **Time**  **8:30-9:00** |
| **Workshop Model – Student Work Period**   * Three Column Chart—“Garcias: mangrove swamp,” “Lius: mountains,” “Walpoles: rain forest.” Have students find descriptions in the text about each setting and then describe the actions occurring in each [page 226-reading analysis support] * Opinion writing and various topics will be reviewed and read again. * Mini: Review of the FSA Rubric for Writing... http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5\_Final1.pdf I am going to break the 4 apart during the I do. We will work together on the 3, then individual/group on the 2 * Work period: An SRE prompt will be given for extended response and they will respond with an opinion. * Closing: What is the importance of understanding the rubric? * Students will work in small groups: * Ms. Harmon’s group- informational text/writing. * Mr. Moore’s group- Any additional data chats necessary and Time for Kids * Independent group- Reader’s and Writer’s journal   Whole group social studies reading/annotating the text. | **Time**  **9:00- 9:45**  **9:45-10:30**  **10:30-11:00** |
| **Workshop Model – Closing**  *Exit Ticket: Students will discuss what they have learned regarding opinion based writing.* | **Time** | **Scripted Higher Order Questions** *(Bloom/Webb)* | |
| **Assessment:** n/a.    **Homework:** Nightly reading log and bring the required materials in for the next class meeting |
|  |  | **Reflection / Evaluation on Lesson**  *How will you change this lesson in the future?*  *How will your evaluation of today’s assessment inform future instruction?*  *How do you know the students accomplished the objective?* | |

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| **Day 2 Warm Up:** If you could experience a reality television show like these three families, do you think you would survive? What are some things you may need for survival? Who would you bring with you? Explain. |  | **Day 3 Warm Up:** What is one thing about the Fall season that you would like to learn about? Why? Think about harvesting, pumpkins, weather, etc. |
| **Instructional Focus Lesson (10-15 min.)**   * Read pages 18-23 in Washed Up! * Have students Turn and Talk: “What similarities can we find from the beginning of the text to currently about the Walpole’s and their potential on this reality show?” | **Instructional Focus Lesson (10-15 min.)**  Discuss warm-up and share out.  Get ready for Character Parade. |
| **Workshop Model - Mini-Lesson with Modeling**   * Record in RR journal: What is the value of the palm fronds to Gabriela and her father? Please cite evidence from the text to prove your answer.   Continued review on opinion writing-- Explicit I do. The following will be used to assist with identifying what to write: https://learnzillion.com/lesson\_plans/8792-identify-what-a-writing-prompt-is-asking-using-key-words#fndtn-lesson We will break down one together.  Work period: Individual will practice how to plan using the four square method, along with the other. They be allowed to work with a partner within the group on development of the plan.  Closing: How do you feel about this process? Positive/Negative |  | **Workshop Model - Mini-Lesson with Modeling**  9:00-10:00- Character Parade  10:00-12:30- Math and Science Acitivities- Pumpkin weighing/cooking seeds  12:30-2:00- Pumpkin decoration  2:00-3:00- Pumpkin Judging |
| **Workshop Model – Student Work Period**   * Mr. Moore’s Group-skills work * Ms. Harmon’s group- Leveled Readers (record in RR journals) \*vocab focus * Ms. Cotton’s group * Character description web—page 234 Students will pick a character and use evidence from the text to describe traits and actions. |  |  |
| **Workshop Model – Closing**  *Exit Ticket: n/a* |  | **Workshop Model – Closing**  *Exit Ticket: N/A* |
| **Assessment:**  n/a  **Homework:** Bring the required materials in for the next class meeting |  | **Assessment:**  n/a    **Homework:** Bring the required materials in for the next class meeting |
| **Day 4 Warm Up:** PARENT TEACHER CONFERENCE DAY |  | **Day 5 Warm Up:**  TEACHER PLANNING DAY |
| **Instructional Focus Lesson (10-15 min.)**  PARENT-TEACHER CONFERENCE DAY | **Instructional Focus Lesson (10-15 min.)**  TEACHER PLANNING DAY |
| **Workshop Model - Mini-Lesson with Modeling**  *Lesson from Learning Schedule (“I do)* |  | **Workshop Model - Mini-Lesson with Modeling**  *Lesson from Learning Schedule (“I do)* |
| **Workshop Model – Student Work Period** |  | **Workshop Model – Student Work Period** |
| **Workshop Model – Closing**  *Exit Ticket:* |  | **Workshop Model – Closing**  *Exit Ticket:* |
| **Assessment:** N/A    **Homework:** |  | **Assessment:**    **Homework:** |