

Unit 4 Week 2 Lesson Plans

Essential Question: What can you discover when you give things a second look?

Central focus: By reading and comparing texts how does taking a second look, or paying close attention to detail change or help the way we respond/think about events that happen around us/ our perspectives.

Lesson one

Overview: Read through the play, “A Window into History” and discuss how the key details of the story lead to finding the point of view (POV) in each character. 3 Groups will be reading the play (To separate the parts) And will be filling out the details and POV graphic organizer as they go along. During their group time I will be wandering from group to group asking questions and provoking conversation to help them really clue in on the importance of POV and the details from the story. Before we begin reading we will also preview the vocab for the stories that week.

Essential Question: What can you discover when you give things a second look?

Objective: By the end of this lesson students will identify how key details lead to a point of view.

Materials: Wonders Literature Anthology book for grade 5, Wonders your turn practice book for grade 5 OR Comprehension: Authors Point of View Graphic Organizer Page 172 of practice book, pencil

Academic Language Objectives:

Instructional Language:

Point of view
Speaker
Narrator
Comprehension

Content Specific Language:

Details
Group work
Textual Evidence

Common Core State Standards:

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.6 Describe how a narrators or speaker’s point of view influences how events are described.

Procedure: Total Lesson time 75 minutes

Introduce: “A Window into History” the play we will be reading that day. For starters we will discuss the vocab that will be in both stories that week found in their small wonders books.

Vocab list:

To go over vocab we will walk through pages and read off the sentence each word provides and then clarify the meaning of that word.

Then I will explain the focus of looking at details to identify the point of view in the story, and how it later connects with how different characters “take a second look” throughout different situations.

Clarify what it means to take a second look through discussion with students.

Start by asking them what they think, and respond to conversation as needed. Once point of view, details and “taking a second look” are clarified explain the graphic organizer for while they read. (5 min)

The graphic organizer For Details and Point of view found on page (172 in their practice book) Explain that they will be picking key details and then explain their point of view to that detail. Give an example on the doc cam: On page 285 Patricia Cole says “I’m sorry about your house, but this playground will benefit everyone.” My point of view is that Patricia didn’t think about what she was saying because this doesn’t benefit this family at all. Remind them throughout filling the graphic organizer that they must provide textual evidence by correctly quoting where the example comes from. (7-10 min)

Explain to students that they will be broken into three different groups with assigned parts. And that they will be instructed to read through their parts as a group while they fill out their graphic organizer. Ask for any clarifying questions and then break students into groups, explain that they will practice read once, and be *looking for how the old house in the story leads to a discovery by taking a second look.* (5 min)

If they have time encourage to read through the play to better fill out the graphic organizer for details and point of view. Reiterate that the graphic organizer will be used to help them identify how it led to taking a second look.

Reading an graphic organizer time: (45 min)

*While students are reading the play as a teacher you will be wandering the room asking questions about the story to scaffold their graphic organizers and also help them comprehend the story plot and vocab in the story.

9 Reading parts (Read in three separate groups)

Group one: Uriah, Oliver, Anna, Guadalupe, Tanner, Maryah, Reagan, Pedro, Nola (Meet in front of room)

Group two: Hunter, Avery, Izzy, Pennie, Kenyon, Nora, Vanessa, Abby, Ethan (Meet in the back of the room)

Group three: Tess, Ian, Solis, Caden, Noel, Ijae, Joe, Sydney, Nathan (Meet at table 2)

Hecker’s Group: Pennie, Kenyon, Caden, Pedro, Izzy, Maryah

Once students have completed their reading and completed their graphic organizer have them head back to their desks for wrap up. (2 min)

To close have students record why they think taking a second look at things is important in their reading notebook, and share that thought with a friend at lunch! USE TEXT EVIDENCE (5-10 min)

Clean up: For cleanup students will be putting away everything that was on their desks from the morning and placing them in their shelves around the room. Once their areas are to your liking dismiss them to line up for lunch. (2 min)

Assessment/Evaluation: For this lesson I will be assessing their comprehension on the directions of filling out the POV graphic organizer in their practice books. This will show me if they understand the influence of details within point of view. And answering the closing question will evaluate for me whether or not they understood what “taking a second look” meant.

Differentiation/Extension: To support my students who struggle in reading I have set up groups ahead of time to keep the group for one on task, but two varying students who lead well with reading that can assist some of my struggling readers.

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Lesson two

Essential Question: What can you discover when you give things a second look?

Objective: By the end of this lesson students will be able to compare two texts and recognize how “taking a second look” make a difference in both stories.

Overview: For this lesson students will be reading another text, “A Second Chance for Chip” that refers to our essential question: What can you discover by taking a second look? While the students read this story as a class we will be annotating our thoughts on the story and how Chip’s owner really takes a second look and how the details in this story also come back to his point of view. Students will have the option this time to either sticky note their point of view and detail recordings or to fill out a graphic organizer.

Common Core State Standards:

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.6 Describe how a narrators or speaker’s point of view influences how events are described.

Materials: Wonders Literature Anthology book for grade 5, Wonders your turn practice book for grade 5 OR Comprehension: Authors Point of View Graphic Organizer Page 172 of practice book, or sticky notes pencil

Academic Language Objectives:

Instructional Language:

Point of view
Speaker
Narrator
Comprehension
Annotations

Content Specific Language:

Details
Individual work
Textual Evidence
Response to text
Class discussion

Procedure: Total Lesson time: 90 min

Introduction: Begin class with reviewing yesterday’s lesson: (10 min)

Why does taking a second look matter?

How did it change the students’ perspective?

Did using key details from the story help you identify your perspective/point of view?

Introduce the text: "A Second Chance for Chip" (10 min)

Talk about what it means to compare texts

Read the text as a class. (25-30 min)

*ASK LOTS OF QUESTIONS THROUGHOUT STORY. Also stop on pages to record details and point of view. (Refer to notes in the text book for questions throughout the story)

Have students pause and record key details and point of view while reading with either using sticky notes or another graphic organizer.

Pause on page 296 middle of the page. Have students record independently from their key details and personal life experience what they would do to investigate, why it's important to investigate this situation for Chip, and their prediction of what will happen. Either on sticky note or on the back of their POV Worksheet. (7 min)

Have three students share out. (3 min)

Finish reading (5 min)

Discuss how taking a second look helped the narrator in this story discover the problem with Chip. (5 min)

What would've happened if the boy in the story didn't challenge Mrs. Stenforth or his parents perspective. (5 min)

Record take aways in reading notebooks after discussion. (5 min)

Clean up: For cleanup students will be putting away everything that was on their desks from the morning and placing them in their shelves around the room. Once their areas are to your liking dismiss them to line up for lunch. (2 min)

Assessment/Evaluation: For this lesson I will be evaluating their worksheets for their personal thoughts. In the previous lesson they worked on it in groups and for this lesson their job is to complete them individually. This will allow me to assess their understanding of POV and details. I will also be evaluating their answers to my above questions: Discuss how taking a second look helped the narrator in this story discover the problem with Chip. What would've happened if the boy in the story didn't challenge Mrs. Stenforth or his parents perspective. For evaluating their understanding/comprehension of the story and their response to a second look in this specific story.

Differentiation/Extension: For this lesson I am differentiating focusing on my low level readers. The group read focuses on allowing myself to read, and students who desire to read out loud. Giving students who don't want to a break. For extra differentiation I will be pausing to converse with students and help point out some details along the way that some students may need guidance to get there.

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Lesson three

Essential Question: What can you discover when you give things a second look?

Objectives: By the end of this lesson students will be able to take details from two sets of stories to compare and contrast their point of view. Which also leads to compare and contrasting the way each story took a second look.

Common Core State Standards:

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.6 Describe how a narrators or speaker's point of view influences how events are described.

Overview: For this lesson we will go over "taking a second look" from this week and also go over different areas that stood out to us with point of view and details. We will also start a discussion as a class on how POV is important to our voice and to stories. That discussion will lead into how things are different and it's okay! This will lead into our final assessments for the week where the students will be compare and contrasting the two stories from this week and how their POV shaped how each story took a second look.

Materials: Point of view worksheets from previous days, or sticky notes, and a pencil and then their Wonders Literature Anthology book for grade 5 for any reference to the stories.

Academic Language Objectives:

Instructional Language:

Point of view
Speaker
Narrator
Comprehension
Annotations
Assessment
Paragraph
Edit

Content Specific Language:

Details
Individual work
Textual Evidence
Response to text
Class discussion
Compare and Contrast

Procedure: Total time: 70 min unless extra time for finishing writing following day

Introduction: (15 min)

By raise of hands how many of you have been in a situation where your point of view is different from someone else's?

Okay...

When that happens what do you do?

Share opinions, argue, and support your opinions with facts/experiences.

Did you guys notice differences between the point of views in each story we've read this week?

Share out/share with partner

How have you seen the two stories we've read this week challenge someone's point of view and ultimately change that person's perspective or at least make them reconsider how they view the situation?

Do you think the end goal is to always change someone's point of view? Is it okay for your point of view to be changed?

Introduce assessment: 5 min

Based on what we've learned this week I would like for you all to write a paragraph about how "A Window into History" and how "A Second Chance for Chip" compare and contrast.

GIVE OVERVIEW OF A Compare and Contrast Essay: Found in Writing Frames for the interactive white board. (Pages 62-63)

I have a graphic organizer for you all to brainstorm if you would like, but in your paragraphs I would like to see:

-3-5 examples of how each story compare or contrast in their point of view of taking a second look

-textual evidence for each point (Quoted correctly from text)

-2 uses of vocab words from this week

-Compare and Contrast transition phrases (Resource worksheet provided)

-Also use resources like ban boring words found in the classroom for better word choice in your essays.

Send students of to write instruct that they will individually write their paragraphs, come to the meeting rug in front of the room to edit with a partner, and then lastly write a final copy to turn in.

Time to write edit with partner and write final copy: Rest of class 55 min roughly, extra time for following class if needed.

Clean up: For cleanup students will be putting away everything that was on their desks from the morning and placing them in their shelves around the room. Once their areas are to your liking dismiss them to line up for lunch. (2 min)

Assessment/Evaluation: This lesson is designed to be the assessment where students will create a paragraph for me where they answer the essential question: What can you discover when you give things a second look, by comparing and contrasting the two text we read that week. The students will be scored on a 1-4 basis according to these elements:

-3-5 examples of how each story compare or contrast in their point of view of taking a second look

-textual evidence for each point (Quoted correctly from text)

-Great use of word choice: either from vocab in the text or from words you've used throughout the year. BE CREATIVE with your language.

Differentiation/Extension: To assist students who need it there will be a compare and contrast organizer to start their thoughts along with a paragraph breakdown organizer. These two tools will simplify the organization process. I will also have the "ban boring words" book for them to resource so they can diversify their language in their writing.

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