**Miss Karen**

**Grade and Subject:** 5th grade CLE Reading

**Unit Topic:** Strong and Brave

**Days in Unit:** 23

**Class times and days:** M, W, R 10:45-11:35; Fluency Tuesday 9:55-10:10

**Unit Objectives (UO): The student will be able to…**

Vocabulary

1. Apply vocabulary words in context.

Fluency

1. Enunciate distinctly and project appropriately so all can hear. (AZ)
2. Read orally with appropriate expression and emotion, accuracy, and smoothness.
3. Practice orally presenting a poem in a class activity.
4. Present a *You Read to Me, I’ll Read to You* story with a partner.

Comprehension

1. Determine the meaning of words and phrases as they are used in the text, including figurative language. (from CC)
2. Identify the story elements and the three main parts of a story.
3. Analyze characters and their actions.
4. Identify main idea and supporting details of a story.
5. Make inferences.
6. Identify cause and effect in a pair of sentences.
7. Learn the meaning of the prefixes semi- and fore-.
8. Memorize Isaiah 40:29.

**Assessment Plan for each Unit Objective: (How will I know…)**

1. Sentence cloze activity on the quizzes.
2. Students will learn what is appropriate in a class discussion. Skill will be assessed with a rubric. (This will happen intermittently throughout the year.)
3. See #2.
4. This will be informally assessed through echo reading and class recitations.
5. Students will all have a turn to present one story to the class. No grade will be taken.
6. Informally assessed in review questions. Matching and multiple choice sections on quizzes.
7. In their workbooks and on the test, students will answer questions about story elements and will have to identify which part of a story a given detail comes from.
8. Students will answer “why” and “what” questions about stories both in workbooks and quizzes.
9. Informally assessed in review questions. Matching and multiple choice on quizzes test.
10. Informally assessed in review questions. Multiple choice on quizzes and test.
11. Given a set of statements on a quiz or test, students will write *cause* or *effect* for each sentence.
12. Informally assessed in review questions. Matching section on test.
13. Student will write verse from memory on the test.

**Contextual Factors**

My class this year consists of 9 boys and 3 girls. One of the boys is adopted and has ADHD and possibly RAD. He seems like a sweet child and is excited about coming to school, but he struggles with organization and motivation as well as academically. Another boy had auditory problems and I will have to wear a mic during class so he can hear. Both of these boys had rough school years last year, the former having hours of homework every day and the latter barely passing most of his subjects. Both will be receiving tutoring for math and language. Another boy has a genetic seizure tendency and has just had his medication upped. His mom is not sure how that will affect him, but is fairly confident that he will not have a seizure in school as they mostly happen at night. She is fearful about it, however, because her daughter died unexpectedly a few years ago, and she wonders if the seizures had something to do with that. Yet another boy in the class will not be taking reading because he needs full time tutoring. I also have a girl who has sleep apnea, which is most likely causing her learning struggles according to the doctor. She just had her tonsils and adenoids removed, so they are hoping to see a significant shift in her abilities this year.

This unit is the first one in the year. It is designed to lay the foundation for reading well orally and for thinking well in workbook activities and quizzes. I am including an extra lesson on Ca*sey at the Bat* to help prepare students for taking comprehension quizzes on their own. I am also doing more blab reading and small group reading to get the students comfortable with the new material before they have to read it orally. The workbook activities are heavily weighted with “we do” to model finding answers in the book. I hope to wean them off this gradually.

The Fluency Tuesday activities are a carry over from last year that I am not sure how I will do with them. I feel that they would be quite helpful for this class but I might not be able to pull them all off well. I do not have as cut out of a slot to do these activities as I did last year, but I am hoping to sneak a few in before library if possible. I have a plan in progress to incorporate these activities into SSR time. Sometimes I will require students to practice their pieces in SSR so they are ready to present them in class the next Tuesday.

**Daily Outline**

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| **Day** | **Story/Lesson** | **Teaching strategies/Materials/Resources** | **UO #** |
| T Sept 11 | Geography | Introduce poem on bulletin board.  Echo read two times.  Recite as class.  Ask volunteers to read their favorite line expressively. | 2,3,**4** |
| W Sept 12 | Les 1  Enemy in the Wilderness | Write memory verse on board before class.  Introduce LUs and vocab words. Recite memory verse. Do 1-7 as a class.  Model good reading with first section of story.  Students read rest of story silently, thinking about how to interpret it well.  Finish lesson in class, modeling how to find answers in the book and write complete sentences. | 1,3,**6,7,**13 |
| M Sept 17 | Les 2  Enemy in the Wilderness | Review vocab words and memory verse.  Talk about how to read well. Assign a portion to each student and have them blab read it briefly. Read story in class. Finish by asking them questions and having them silently skim for the answer.  Review story elements. Describe setting of the story in detail. Introduce plot with acronym for STORY.  Discuss literal vs figurative language with examples. Do 10-11.  Read and discuss lesson verse. Do 12-14.  Assign the rest of Les 2. | 1,**2,3**,6,7,8,13 |
| T Sept 18 | Geography | Recite as a class.  Try it without looking at the bulletin board.  Get volunteers to try it on their own. | 2,3,**4** |
| W Sept 19 | Les 3  Emergency! | Introduce vocab words. Do 1-6.  Hand out story element bookmarks. Start reading story with teacher cloze and fill out a few categories. Read story silently. Fill out bookmark as they read. When finished, they may do 7-8.  Call on students to read parts of their bookmarks. Discuss main idea and supporting details. Do 9-13 with partners. Discuss answers in class.  Review parts of story and figurative language. Assign rest of lesson. | 1,6,7,8**,9** |
| R Sept 20 | Les 4  Emergency! | Review vocab, memory verse, main idea/supporting details, and literal vs figurative.  Teacher starts reading story, modeling projection and enunciation. Students skim story and mark with pencil 3 sentences they want to read. Teacher reads expressively. Students raise hands when we get to the sentence they want to read.  Discuss inferences with examples. Fill out inference graphic organizer for examples in book. Do 1-3, using the graphic organizer when needed.  Discuss lesson verse. Do 6-8.  Assign rest of lesson. | 1,**2**,6,9,**10**,13 |
| M Sept 24 | Practice Quiz  Casey at the Bat | Read poem, modeling metacognitive strategies and good expressiveness.  Do questions together, stressing how to look for answers in story.  Review for quiz. | 6,8 |
| T Sept 25 | You Read to Me, I’ll Read to You | Students gather around and look at book. I point out how to use it.  A volunteer and I read the introductory story.  Pair students up and give them a story to practice. Have Kordell join a group and help only on the reading together parts.  Students practice their parts at least once in SSR this week. | 2,3,**5** |
| W Sept 26 | Quiz 1 | Review vocab words, memory verse, homonyms, and metacognitive strategies. Hand out quiz and teach them how to use a cover sheet. Read story to them, asking comprehensions questions at intervals.  Students do quiz and check over before handing in. | **1**,6,8,  **13** |
| R Sept 27 | Les 6  Sleep-Out Below Zero | Review inference, main idea/supporting details, vocab, and memory verse. Review story elements and parts with pyramid graphic organizer.  Introduce vocab words and do 1-8.  Introduce story and start reading it to them, modeling metacognitive strategies. Students silently finish it. They may do 9-12 when finished.  Draw stool graphic organizer on board. Put main ideas into it and sentence starter under it. Model how to use sentence starter.  Teach prefixes. Say words and students stand when they can guess the meaning. Do 13-17. Assign rest of lesson. | 1,6,7,**9,**10,**12,**  13 |
| M Oct 1 | Les 7  Sleep-Out Below Zero | Review prefixes, inference, literal vs figurative language, and vocab.  Read first part of story to class, pausing to comment on what I am picturing or thinking as I read. Split into groups and have them talk about their thoughts and pictures as they read. Each person must give at least one comment.  Discuss story, putting three main parts of it onto the pyramid graphic organizer made yesterday. Give students time to do 1-10.  Introduce cause and effect. Practice in class with cause and effect graphic organizer. Do 11-14 in partners.  Discuss lesson verse and do 15.  Introduce poetry. Echo read the 2 poems and discuss some of the workbook questions. Assign rest of lesson.  *Note: This lesson will take more than 1 period. Either split it in half and push the rest of the lessons off one day or substitute whatever doesn’t get done the first day for another class Thur or Fri.* | 1,4,6,7,  **11,**12 |
| T Oct 2 | You Read to Me, I’ll Read to You | Split up in groups and blab read to practice.  Take volunteers to present their story.  Finish in the next Fluency Tuesday period. | 2,3,**5** |
| R Oct 4 | Les 8  Till I Have Proof | Review cause/effect, main idea/supporting details, and memory verse. Review prefixes with dice game.  Introduce vocab and do 1-9.  Introduce story. Students read it silently. Look for: How did Michel show that he had not given up hope?  Model how to check cause and effect questions with #16. Model thinking about the main idea with 19 and 20.  Assign rest of lesson. | 1,8,**9**,  11,12 |
| M Oct 8 | Les 9  Till I Have Proof | Review cause/effect, inference, vocab words, and memory verse.  Assign each student two paragraphs to read. Blab read to practice. Grade oral reading with rubric.  Discuss story. Do #3 in class, looking up each one in the story and marking its place before writing in the numbers. Give a few min to do some of 1-12 in partners.  Echo read and chorally read poem. Discuss some of workbook questions. Assign rest of lesson. | 1,**2,3**,4,6,8,10,  11,13 |
| T Oct 9 | You Read to Me, I’ll Read to You | Split up in groups and blab read to practice.  Remainder of groups present their story. | 2,3,**5** |
| W Oct 10 | Quiz 2 | Review story elements, main idea/supporting details, literal vs figurative language, inference, vocab, and memory verse.  Hand out quiz, get cover sheets out. Read and discuss story.  Students must check over before handing in. | **1**,6,7,  10,**13** |
| R Oct 11 | Les 11  Brothers in Danger | Review vocab, cause/effect, and prefixes with partner groups.  Introduce vocab and do 1-7.  Call class to attention with a whistle. Talk about use of whistle. Introduce story and ask how a whistle would be useful in a safari. When might you use it and why?  Start with teacher cloze and start filling out story elements bookmark. Partner-read for 5 min and keep filling bookmark out. Finish silently. Work quietly in LU when finished.  Do 8-9. Talk about story, asking some questions from H. Briefly discuss what they should have written in their bookmarks.  Assign lesson. | 1,6,7,**8**,11,12 |
| M Oct 15 | Les 12  Brothers in Danger | Review vocab and memory verse.  Blab read pp 42-43. Teacher read pp 44-46. Whenever a character talks, get volunteers to “say it like the character” and give feedback. Assign student one paragraph to read and have them blab read to practice before presenting. Finish with round robin.  Model looking in book and carefully thinking through answers with #4. Students finish 1-4 and 17-18 in partners. Assign rest of lesson. | 1,2,3,6,**10**,13 |
| T Oct 16 | Genre Awareness | Introduce a genre (maybe historical fiction?) and show students example of books from that genre. Describe its characteristics.  Students must choose their next SSR book from this genre. |  |
| W Oct 17 | Les 13  The Army That Was Too Big | Review vocab and memory verse.  Introduce vocab and do 1-7.  Students silently read story. When finished, they put their pencils at the corner of their desk as a signal and start rereading. When everyone’s pencil is at the corner of their desk, call them to attention with 5-4-3-2-1. Teacher reads story in ESV. Talk about differences in language.  Draw plot line on board and plot events, esp. those in #10. Do 8-13 in class, modeling how to look in book.  Assign rest of lesson. | 1,6,**7**,  10,13 |
| R Oct 18 | Les 14  The Army That Was Too Big | Review vocab words with activities in teacher’s book.  Read story orally by verses. Whenever the reader gets to a part where someone is talking, everybody reads together.  Ask discussion questions in book as well as a few from the lesson.  Read directions for 1-14. After they are done, they must show me their answers. If many of them are wrong, model how to do it again.  Echo read, then chorally read poem. Discuss stanzas, lines, and rhymes. Do page 40. Take volunteers to present parts of the poem to the class.  Assign rest of lesson. | 1,**4**,8,**9**,10,11 |
| M Oct 22 | Les 15  Self-Check | Review story elements, cause/effect, literal/figurative, inference, prefixes, vocab, and memory verse.  Students do as much as they can without looking back. They highlight everything they needed to look back for or changed after they looked back. | 1,6,7,9,10,11,  12,13 |
| T Oct 23 | When the Frost is on the Punkin | Introduce poem on bulletin board.  Echo read two times.  Recite as class.  Ask volunteers to read their favorite line expressively. | 2,3,**4** |
| W Oct 24 | Test | Review vocab words and memory verse. Study in partners anything they highlighted on self-check.  Students must rethink every problem before handing in test. | 1,6,7,9,10,11,  12,13 |

**Reflection and Self-Assessment**

In rereading this plan from last year, I realize that I started out with good intentions but only carried some of them through. I didn’t recite the poems as often as I should have and got lazy in planning the next few lightunits. I hope to someday plan them out like I did this one. I am glad I started with such high intentions, as I did do quite a bit of the things I wanted to do. I feel my teaching did improve because of the work I did last summer. I am hoping to continue improving.