**Miss Karen**

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

**Unit Topic:** Tales Truly True

**Days in Unit:**

**Class times and days:** M, W, R 10:45-11:35

**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, emotion, accuracy, and smoothness.
3. Practice orally presenting a poem in a class activity.

Comprehension

1. Follow directions given in the workbook.
2. Determine the meaning of words and phrases as they are used in the text, including figurative language. (from CC)
3. Use a dictionary to determine word meanings.
4. Identify parts of cause-and-effect relationships.
5. Make predictions.
6. Identify iambic rhythm, imperfect rhyme, alliteration, and free verse.
7. Learn the meaning of the prefixes –ous and -able.
8. Complete analogies.
9. Memorize Psalm 28:7.

**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. Directions will be frequently discussed in class or as groups throughout the lightunit. Students will learn to look for directions they could easily miss and will be required to check for following directions before they hand the book in.
6. Informally assessed in review questions. Matching and multiple choice sections on quizzes.
7. Students will read or copy definitions from a dictionary in class and the workbook.
8. Students will circle clue words, underline causes, and box effects in sentences in the book.
9. Informally assessed in workbook questions and discussions.
10. Informally assessed in review questions. Questions on quizzes and test.
11. Informally assessed in review questions. Matching section on test.
12. Informally assessed in review activities.
13. Student will write verse from memory on the test.

**Contextual Factors**

This is the second unit plan I am making for this class. I would like to focus heavily on oral reading and following directions in the workbook. Many of the students in the class like to read, but their oral reading is not as advanced. They also struggle to follow directions, even sometimes when they are expressly pointed out to them. As a class, these students are easily excitable and somewhat immature in the things they get a bang out of. For the most part, they are eager to learn, energetic, and happy.

On an individual level, I am experimenting with ways to help my ADHD/RAD learner whose eyes and brain are not working properly. He sees double. He also has emotional struggles due to his poor home situation and traumatic past. Another boy has hearing aids, so he struggles to read loudly enough for everyone else to read. Yet another boy struggles with clear pronunciation and is sometimes hard to understand. Also in my class is a boy whose mother has recently been diagnosed with cancer and is undergoing rigorous treatment. Another boy has been having seizures due to a recent medication switch, which is especially scary to his family as his sister died possibly from the same seizure tendency. Then there is the little girl who loves school but longs desperately to be on honor roll, which is nearly impossible for her to attain. I want these students to meet God on a personal level and learn to love Him more through this class.

I also want this unit plan to be easily usable and accessible for me. The next few months look busy and interesting. I would like to be prepared for my classes and to have a plan that is easy to follow and to be successful with. Another reason it should be teacher-friendly is that I have an apprentice who will teach most of the Thursday classes while I do 1st grade music and/or observe her.

I have dropped the Fluency Tuesday activities this year due to our newspaper publication project. We are working at writing well rather than reading well. For that reason, I am more determined to work fluent reading into my reading class.

**Daily Outline**

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| **Day** | **Story/Lesson** | **Teaching strategies/Materials/Resources** | **UO #** |
| W Jan 2  R Jan 3 | Les 1  Zambezi Crisis | (Take it easy, since this is the first and second day back from Christmas vacation.) Recite the poem on the bulletin board.  Write memory verse on board before class.  Introduce LUs w poem on p 109 and vocab words. Recite memory verse. Do 1-5 as a class.  Model good reading with first section of story. Discuss setting.  Students read rest of story silently, thinking about how to interpret it well. Do C and D when finished.  Discuss fact vs. opinion. Do E and F in class.  Discuss Dictionary box according to book. Start H-J in class and have them finish it. Assign rest of lesson. | 1,4,5**,7,**9,13 |
| M Jan 7 | Les 2  Zambezi Crisis | Review vocab words and memory verse. Do dictionary drill.  Read story orally in class with discussion questions in TK. After one time around room, discuss how to read orally, then assign paragraphs to blab read. After that round, ask how they liked it and what they could improve on.  Work through A, discussing what is needed for each answer without saying answers. Get volunteers to read things in B and C; give time to write in answers. Find D answers together in book. Discuss E and do sample sentences on board. Read and discuss directions in F.  Assign the rest of Les 2. | 1,**2,3**,5,6,7,8,9,13 |
| W Jan 9 | Les 3  Invention from a Warm Heart | Review (dictionary drill). Introduce vocab words. Do 1-7.  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 8-9.  Call on students to read parts of their bookmarks. Discuss directions in D-G and how to make sure answers make sense.  Discuss historical fiction books. Assign rest of lesson. | 1,5,6,7,13 |
| R Jan 10  (I will teach this one while Miss Elizabeth observes.) | Les 4  Invention from a Warm Heart | Review vocab, memory verse, historical fiction.  Teacher starts reading story, modeling projection and enunciation. Students skim story and mark with pencil 4 sentences they want to read. Teacher reads expressively. Students raise hands when we get to the sentence they want to read. Quickly discuss a few of the questions in the book (5-7 min).  Read directions for A-C in class. Talk about how to find answers.  Discuss Similes and read Rain Poem. Do D-E. Discuss lesson verse.  Read *My Home* expressively, then again feeling the rhythm. Do p 12.  Assign rest of lesson. | 1,2,5,6,7,8,10, 13 |
| M Jan 14 | Quiz 1 | Review vocab words and memory verse. Study using the checklist and do pg. 5 until I call them back. Talk about following directions.  Get out cover sheets and assign quiz. | **1**,5,6,  **13** |
| W Jan 16 | Les 6  Shipwreck! | Review simile, iambic rhythm w poem on board, and historical fiction. Do 1-6.  Teacher reads story in class discussing things in book. (les 7, p 112)  Read directions for D-G and ask students if they will follow them.  Discuss suffixes. Put up a suffix chart and allow students to add words to the list as they read them in a book.  Assign rest of lesson. | 5,6,9,11 |
| R Jan 17 | Les 7  Shipwreck! | Review affixes, similes, iambic rhythm, mem verse, and vocab.  Read around room. Each person stops when they get a picture in their mind of what is happening in the story to share w the class.  Students silently read directions for A-D (pencils down) and offer any reminders to the class that they think might get missed.  Read lesson verse and do E in complete sentences!  Blab read 1st poem, then go around reading 3 lines each. Discuss meaning. Find the first one in F. Do #16. Talk about alliteration and do #21. Silently read 2nd poem, then take volunteers to read each stanza. Ask students what the poet is doing in each stanza. Discuss difference between 2 poems and read about free verse. Do I.  Assign rest of lesson. | 1,3,4,5,6,10,13 |
| M Jan 21 | Les 8  In Spite of War | Review alliteration, suffixes, historical fiction, and memory verse.  Introduce vocab and do 1-6.  Introduce story. Show VA on map. Read story in groups. Discuss questions on board afterward.  Read the instructions in D-G to your partner and instruct them how to follow them and what to check for.  Discuss analogies and start H. Ask students what they will do in I-J.  Assign rest of lesson. | 1,5,6,11,12,13 |
| W Jan 23 | Les 9  In Spite of War | Review analogies, alliteration, simile, iambic rhythm, vocab words, and memory verse. Assign each child a portion to read and have them blab read it. Grade with oral reading rubric.  Echo read Snow poem. Pick out some alliteration.  Pair up students to work on pg. 25-26 together. 2 min before time to stop, students read rest of directions together and remind each other to follow them. Assign rest of lesson. | 1,2,3,4,5,6,10,  13 |
| R Jan 24 | Quiz 2 | Review historical fiction, similes, iambic rhythm, vocab words, and memory verse. Students may study quietly for a few minutes. Do the extra activity when ready for quiz.  Ask them for ideas about how to check over when they are finished. Write a checklist on the board.  Hand out quiz, get cover sheets out. Read poem aloud to them.  Students must check over before handing in. | 1,5,6,1013 |
| M Jan 28 | Les 11  Ship Unsinkable | Review analogies and suffixes with dice.  Introduce vocab words and do 1-10. Read directions together and talk about all of them. Then introduce story and assign them to read story and finish lesson. | 1,5,6,9,11 |
| W Jan 30 | Les 12  Ship Unsinkable | Review alliteration, vocab, and memory verse.  Read first part of story and discuss the size of the ship. Skim the rest of the story for facts (TK). Read the conversation between lookouts.  Do A and discuss directions to B-D. Talk about metaphors and do E-F. Read lesson verse.  Echo read then chorally read poem. Pair up and blab read poem to a partner. Do H-I in partners. Tell your partner how to do the review.  Assign rest of lesson. | 1,5,6,1013 |
| R Jan 31 | Les 13  Home on His Own | Review metaphor and analogies.  Introduce vocab and do 1-7. Students read story silently and do 8-12 as they read. Then start working on lesson.  When everyone is working, call to attention and discuss directions.  Assign rest of lesson. | 1,5,6,9,11,12 |
| M Feb 4 | Les 14  Home on His Own | Review metaphors, vocab, and memory verse.  Introduce vocab and do 1-7.  Give each student a section of dialogue to blab read. Grade with oral reading rubric. Discuss underlined parts.  Go through directions asking students what to remember.  Assign lesson. | 1,2,3,5,6,8,10,  12,13 |
| W Feb 6 | Les 15  Self-Check | Review terms, iambic rhythm, analogies, vocab words, and memory verse with activities in teacher’s book.  Ask students if they will follow directions on their own. Elicit pointers of how to do that. Make a check over list on board.  Assign lesson. | 1,5,6,1011,12,  13 |
| R Feb 7 | Test | Review as needed. Point out mistakes on self-check.  Talk about pointers for taking the test. Make a check over list on board. Get out cover sheets. Assign test. | 1,5,6,1011,12,  13 |

**Reflection and Self-Assessment**

This was a big task but it feels like I have met the challenge. I have high hopes that this unit plan will help the children learn about following along. One thing I did not put in the plans much but hope to implement anyway is ways to talk about how God is active in each of these stories and how that applies to our daily lives. I want the students to see God as an integral part of each day. Oh, for wisdom and grace to do that well!