Lesson Elements

Common Core Learning Standard(s) Addressed:
- Recognize the point of view of the narrator of the story. Understand the differences between their own point of view and that of the narrator.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Ask questions to check understanding of information presented, stay on topic, and link my comments to the remarks of others.
- Use context as a clue to the meaning of a word or phrase.
  Use academic and domain specific vocabulary

Learning Target(s): (What will students know & be able to do as a result of this lesson?)
- I will be able to understand the difference between their point of view and that of the narrator.
- I will be able to understand the point of view of the narrator.
- I will be able to use context as a clue to the meaning of a word or phrase.
- I will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Skills: (What are they? How are you integrating them?)

Monday

Vocabulary video
Lesson 16 Tutorial video (26 minutes)

Text

Plain to students that in this lesson they will be reading and realistic and fantastic stories. Ask students that they already understand how it is important when reading text. Students may remember from Journeys stories and be able to recall those stories.

For the lesson by reading the Learning Target, p256

I will review the academic vocabulary for the week: characters, comparing, contrasting, point of view, narrator

I take a few seconds to review the cartoon and decide how each person feels about the green bean ice cream. Ask the students how if they learned it from the words only. Students should be able to understand that the words and facial expressions will help each person feels about the ice cream.

I will complete the graphic organizer about the actions of each person and what their point of view is.

Self, Read to Someone, iReady, Work on Writing, Listen to Reading

Turn, burst, purple, dirty, third, squirm, world, works, herd, verse, swerve, serve, stern, worm, worth, perfect, person

Its will syllable sort spelling words

Dents will choose five words and use them in a story.

Tuesday

Vocabulary video
Guided Instruction

Students that today they will be reading a modern fantasy called “Night Flying Friends” pg. 258

We will read to understand. Then they will read to find the author’s point of view and then they will compare it to their own points.

I will complete graphic organizer and the Explore question.

I talk with their partner about how Alec and Max’s point of view were the same and different. Do they change by the end of the story?

I will write a short response. What is your point of view about each of the characters? Is the same or different than Alec and Max. Support your answer with details from the story.
Self, Read to Someone, iReady, Work on Writing, Listen to Reading

Students will begin reading The Extra Good Sunday in their groups and begin to look for the points of view of each of the characters. They will be nec
story to support their point of view (15 minutes max)
dents will find the spelling pattern of the spelling words and sort them based on that and find 5 more words for each pattern

Wednesday

Vocabulary video

nts that today they will read another story called The Stable Boy and the Prince pg. 260
st read the story on their own for understanding and then they will read it with a partner to identify the point of view of the charact
ng questions:
ms wish Shadowfax could talk?
s the princes horse to bolt?
lp help Prince Oliver?
comlete questions on pg. 261 on index cards
nts talk about why Sam was so eager to talk to the prince again?
ck of the index card students will write a short response about their own point of view of the prince. Make sure students know that om the story to support their answer.

Thursday

Vocabulary video

t that today they are going to read a realistic fiction story and use what they have learned about point of view.
plain why it is important to distinguish the authors point of view with that of their own
ory, “Basketball Ballet” pg 264.
t that they will read the story independently looking at what each character does, thinks, and says to determine his or her point of
Instruct students to pay attention to the illustrations as they read.

They will complete a graphic organizer and the 7 multiple choice questions that follow
are finished have them to independently complete The Extra Good Sunday if they have not already done so. Students will then complete a passage for the story.

› Self, Read to Someone, iReady, Work on Writing, Listen to Reading

Students will pyramid write each spelling word.

› ring

Friday

ocabulary video
d a Good Sunday

Spelling words

ord puzzle to complete after spelling test
ork to complete questions 1-7 and write a short response to question 8 on pages 252-255, Ready Text

› Self, Read to Someone, iReady, Work on Writing, Listen to Reading

Assessment’s Criteria for Success: (How will you and your students know if they have successfully met the outcomes? What criteria will be met in a successful process or product? What does success on this lesson’s outcomes look like?)

cipation
on test
aphic organizers
als/book reports
5. Resources/Materials: (What texts, digital resources, & materials will be used in this lesson?)

- Small group Leveled Readers
- Ready Text
- Graphic Organizers
- Computers (I ready)

5. How will you differentiate this lesson to ensure that all students have access to and be able to engage appropriately in this lesson including students with disabilities? (Consider aspects of student diversity.)

- Students with an IEP and students who work below grade level will have modified lessons
- Work in pairs or groups depending on their abilities
- Work with leveled readers
- Work with vocabulary cards
- Work with word tiles to create sentences.

7. Reflection/Notes: (What went good in this lesson, areas that are concerning, consider goals not met.)