

Teacher: Robin Crisp	Subject: Reading Fifth Grade Workshop Reading. Mini lesson, Reading Workshop		2 <sup>nd</sup> Quarter		
<b>KY Core Content Standards</b>	<b>Learning Target</b>	<b>Procedures/Activities/Assessments</b>			
<b>Reading/Writing Standards:</b> <u>CCSS.ELA-LITERACY.RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <u>CCSS.ELA-LITERACY.RL.5.2</u> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. <u>CCSS.ELA-LITERACY.RL.5.3</u> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the		<b>Day one</b>	<a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> Students will complete a KWL chart about the American Revolution. They will work first independently, then with their thinking partner, then share as a group. The teacher will activate schema with visual pictures of the American Revolution Socrates circle – what difference do we know about children’s lives in the 1700’s compare to our own. Vocabulary – pre-test on short vowel words.		
<b>Day Two</b>	<a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <b>Shared Reading-</b> Using LBD text students will listen to read aloud story “Dangerous Crossing: The Revolutionary Voyage of John Quincy Adams”. Thinking partners share what they can with each other and then whole group. Using prompt questions what do you know about a voyage on a ship? What do these pictures tell you? Read aloud is pages 10-13in teachers manual not student text book, Vocabulary- pages 8-9 in text book- share words that are highlighted with students. Students will discuss meaning of words and how they connect to these. Due to students low MAP scores we will be targeting basic phonics building skills- Short vowel words- have students on dry erase boards write the following list of word: net, fish, hop, apple, sun, planet, topic, open. Share that each word has a short vowel in it, Have students locate each short vowel. Take a short vowel word hunt around the room and write as many words as they can on dry erase board. Dangerous Crossing: The Revolutionary Voyage of John Quincy Adams”- share with students about Making Connections(review) create chart like page 11 in their response to reading section of their ISN. <b>Share Time: as time permits let students share their reflections</b>				

<p>text (e.g., how characters interact).  <u>CCSS.ELA-LITERACY.W.5.3</u>          Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>Day Three</b></p>	
	<p>I can recall details in a story read aloud, and summarize the story.</p> <p>What are five main parts of a story's structure?</p>	<p><a href="#">Schedule for Reading Workshop - Literacy by Design Textbook</a>  <b>Shared Reading-</b> Using LBD Think back to yesterday’s story and about the Dangerous Crossing: The Revolutionary Voyage of John Quincy Adams”, Pages 12-13 in the text “On Boston’s Freedom Trail”-Use prior connection questions in teacher’s manual to guide students. With Thinking partner, students will read together the text. Go over strategies for learning unknown words.  <b>Vocabulary/Word work:</b> review short vowel words with students using menu page on 14 and 15. Have students read words to identify short vowel words. Students will make a list on dry erase boards to share in TNT partners. Using pages 8 and 9 go bac and look at expanding vocabulary words ancestor, and artifact. Share meanings and discuss these words and how they relate to our story.          After students have read and group discusses the story “On Boston’s Freedom Trail”-, students will work to identify the Main idea in “On Boston’s Freedom Trail”-and give support from the story to prove their thoughts. Write this on chart paper. Students will also write in responding to reading section making connections GO  <b>Share Time: as time permits let students share their reflections</b></p>
<p><b>Essential Vocabulary</b></p> <p>Novel selected vocabulary- students will use the FRAYER model to learn new words and add them to their existing vocabulary.  <u>Academic Vocabulary</u>          Plot, exposition, rising action, climax, falling action, resolution, story structure, theme, explicit, inference</p>	<p><b>Day Four</b></p>	
<p>Accommodations:          Leveled grouping          Graphic organizers</p>	<p>I can recall details in a story read aloud, and summarize the story.</p> <p>What are five main parts of a story's structure?</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a>  <b>Shared Reading-</b> Using LBD words. -Look at pages16-21 story “The Nighttime Ride of Sybil Ludington”- We will read together whole group stopping to make connections as we read.  <b>Share Time: as time permits let students share their reflections</b>          continue with the power point understanding fiction and elements of plot. Students will explore the various five parts of story structure all week and add notes to their journal. Each day’s essential question to write in their response journals will center on each of the main parts. - finally the solution of the story   <b>Assessment_ Student interactive journals</b></p>
	<p><b>Day Five</b></p>	
	<p>I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a>          Using transparency #5b we will look at how writing has an organizational pattern for grouping main ideas and details.          Have student reflect back on the reading. Imagine what is like for a child to live in the US at the time of the American Revolution. Pretend to interview them. What do they</p>

<p>Prompting Cueing Extended time</p>		<p>like about living in the US during a war? Dislike? Group ideas and details into a four square GO, have students take GO to respond to the prompt The New Student- Start with the writing lead. Students will then correctly write a response from information we added to GO, Target is to Capitalize, punctuate, and indent paragraphs correctly in writing with little teacher support.</p>
<p>Day Six</p>		
<p>I can recall details in a story read aloud, and summarize the story.</p>	<p><b>Shared Reading-</b> Using LBD words. -Look at pages16-21 story “The Nighttime Ride of Sybil Ludington”- We will read together whole group stopping to make connections as we read. Discuss the characteristics of a drama (play). Assign roles to the students to read.</p> <p><b>Share Time: as time permits let students share their reflections</b></p> <p>continue with the power point understanding fiction and elements of plot. Students will explore the various five parts of story structure all week and add notes to their journal. Each day’s essential question to write in their response journals will center on each of the main parts. - finally the solution of the story</p> <p>Conference with students on their day 5 writing piece.</p>	
<p>Day Seven</p>		
<p>I can recall details in a story read aloud, and summarize the story.</p>	<p><b>Schedule for Reading Workshop- Literacy by Design Textbook</b></p> <p><b>Shared Reading-</b> APK – Have students brainstorm what they know about the British during the Revolutionary War.. What do you think it would have been like to live in the 1700s?</p> <p>Discuss what poetry is and the differences between poetry and prose. Read the poem “March of the Redcoats”. Discuss if it is easier to find the details in a poem or story. Do you have to make more inferences in poetry or is the information more explicit?</p>	
<p>Day Eight</p>		
<p>I can recall details in a story read aloud, and summarize the story.</p>	<p><b>Schedule for Reading Workshop- Literacy by Design Textbook</b></p> <p><b>Shared Reading-</b> APK – Have students brainstorm what they know about womens roles during the American Revolution. As a group discuss woemn that are famous in history during that time.</p> <p>Discuss what biography is and the differences biography and historical fiction. Read the story pages 28-29 of “Women of the Revolution”.</p> <p>Discuss what the main idea of the biography? What details support the main idea. What connections did you make to what you read or heard? Has anything reminded you of a movie you have seen? Did it make it easier to understand the story when you made the connection?</p>	

<b>Day Nine</b>	
I can recall details in a story read aloud, and summarize the story.	<a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <a href="#">Shared Reading</a> - APK – review the part of the story “Women of the Revolution” from the previous day. What strategies did we use to understand what we were reading? Continue reading on pages 30-32 in partners alternating each paragraph. At the end of each paragraph summarize what was read to you. Complete the activities on page 33 with a partner. Share as a group.
<b>Day Ten</b>	
I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Students will continue to work on their narratives. The teacher will conference with students providing feedback on sentence structure (incomplete sentences, run on sentences)  Pretest for Theme
<b>Day Eleven</b>	
I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	<a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <a href="#">Shared Reading</a> – APK – Have the student review the pictures on pages 34-35 of their book. What do you see in the pictures? Do you think the people in the pictures live in the US? Why or why not? Show the students a larger picture of the Declaration of Independence. Have them discuss what they understand from it. Write their ideas on the board or chart paper as they are finding them. Look at the picture on page 36-37. What do you think you know about the Declaration of Independence? What do these pictures tell you? Set the purpose for reading: Let’s find out about the Declaration of Independence. Read the story “Give Me Liberty” to the students.
<b>Day Twelve</b>	
I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	<a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <a href="#">Shared Reading</a> – Return to the story “Give Me Liberty Model a Think Aloud related to determining importance. Have students turn to page 40 in their books. Follow the guide to discuss determining importance in the story.
<b>Day Thirteen</b>	
I can determine a theme of a story, drama, or poem from details in the text; summarize the text.	<a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <a href="#">Shared Reading</a> – APK – Have you ever seen a copy of an important document? Was it hard to tell it from an original? Set the purpose for reading. We are looking for what made Gram’s document different from the original. Read the story “Gram’s

<p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p>Declaration of Independence” as a close reading. Students read, partners read, teacher reads.</p>
<p><b>Day Fourteen</b></p>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <b>Shared Reading</b> – APK – Students will make a list in their notebook what they know about Thomas Jefferson. Discuss the purpose for reading – Let’s fins out about Thomas Jefferson’s role in America declaring independence from Great Britain. Start reading the story “The Declaration of Independence”. After the first section discuss the main idea of the section. While reading think along using the comprehension strategy. How can the title and section headings help determine importance? How did knowing your purpose for reading help you determine importance?</p>
<p><b>Day Fifteen</b></p>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <b>Shared Reading</b> – APK – Summarize together the first two pages that were read the previous day and discuss the important information. Students should be able to state one important detail from the text and one unimportant details from the text. Continue to read the remaining pages of the story. Students will work with partners and then in a group to complete the activities on page 51 Think and Respond.</p>
<p><b>Day Sixteen</b></p>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <b>Shared Reading</b> – APK – Have the students discuss times that they need to change things they were writing in an assignment like their personal narratives. Why di you change things? What things did you change? Discuss the difference between explicit and inferential. Use the examples on page 56 of the teacher manual. Use the story from the previous day to find explicit information and information we need to infer.</p>
<p><b>Day Seventeen</b></p>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a> <b>Shared Reading</b> – Explain that theme is the most important reading message or the main idea. The author doesn’t usually state the exact theme. Good readers use the details in the story to infer the theme. Using the story recently read discuss the theme of that story. APK – What do you know about Fourth of July celebrations? What onomatopoeia words would you use to describe it? Set the purpose of reading: Let’s listen to identify onomatopoeia words. Review the characteristics of a poem. Read the poem, “Independence Day”).</p>

<b>Day Eighteen</b>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a>  <a href="#">Shared Reading – APK –</a> have you ever seen a statue of a famous person? Why do you think people create statues of famous people? Show the students the statues that are in our state capitol.  Read the story “A Statue Comes Down”. Set the purpose for reading, Let’s listen to identify the theme of the selection. Read pages 58-59.</p>
<b>Day Nineteen</b>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a>  <a href="#">Shared Reading – APK –</a> Summarize what was read the previous day. Finish reading the play with the roles assigned. story</p>
<b>Day Twenty</b>	
<p>I can determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text</p>	<p><a href="#">Schedule for Reading Workshop- Literacy by Design Textbook</a>  <a href="#">Shared Reading –</a> Summarize the story that was read the last two days. Use the explicit and inferential questions to guide the discussion (pg.64). with a thinking partner to complete the activities on page 63 of the textbook.</p>