

Content: ELA	Grade/Course: 5 th	Timeline: 1 week (45 minutes each)
Standard(s): 5.RF.4a Read with sufficient accuracy and fluency to support comprehension: Read grade- level text with purpose and understanding. 5.L2a-e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Lesson Overview: In this lesson, students will explain how poets use language in special ways to express their ideas.	Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to: <ul style="list-style-type: none"> • Read a published model of poems to tell a story. 	
Vocabulary: expressing, stanza, couplet	Focus Question(s) How can we use poems to express our feelings and ideas?	

Description of Lesson (Including Instructional Strategies):**Anticipatory Set: (Journal Writing)-**

Day 1: Pre Writing: Student will brainstorm ideas. They can write it as bullet points. They are not yet writing sentences.

Day 2: Draft: Students will use their ideas to begin on their draft. Students will write one to two paragraphs.

Day 3: Revise/Edit: Teacher will collect their writing prompt to make grammatical corrections on their draft.

Day 4: Publication: Students will rewrite their writing prompts taking into account the teacher's corrections.

Day 5: Presentation: Teacher will select students' writing to be published or shared with the whole group.

"Describe how your favorite type of music makes you feel."

DAY 1: Writing a Poem pg. 470

1. Ask students what they think is the purpose of a story poem (to tell a story in a different way). Explain that poets use language in special ways to express their ideas.
2. Tell students they will read three poems that each tells a story. Point out that the models show how much story a poet can fit into a brief poem.
3. Have students follow along, listening as volunteers read each model aloud. Ask them to think about which words in each line are most important. Then have small groups reread each model, stressing the key words they identified and pausing as indicated by punctuation or by line breaks. Point out that paying attention to key words, punctuation, and line breaks as they read will help them feel the natural rhythm of the poem.
4. Suggest that each group choose one poem to prepare and present dramatically, reading it so their audience understands the meaning of the poem and feels its mood.

Day 2

1. Have the students answer the Reading as a Writer questions on pg. 472.
2. Go over the answers as group when complete.

Day 3 How to write a story poem

1. Have the students decide on a story idea.
2. Map your story. Make a chart like on pg.473, with notes about the people, the place, the events, and details about how things looked, smelled, tasted, felt, and sounded. They may add dialogue.
3. Think about the stanzas. Stanzas are groupings of lines, separated by a space. They can have different rhyming patterns. In two lines stanzas, which are called couplets, the end words usually rhyme as in the last four lines on pg. 471

Day 4 and 5

1. Suggest these activities to help with choosing a topic: A. Students can look at family pictures or videos to spark ideas for a personal story poem. B. They can read current newspapers for a story about a current event. C. Students can ask family members or friends about their most memorable experiences.
2. Provide students online resources, variety of poetry books that they can use for topic ideas as well as models of

different writing styles.

3. Play several recordings of poetry readings. Tell students to listen to the rhyming pattern of each poem.
4. Review students' topic choices to be sure they are appropriate for a short story poem. Check that their topics are not too complicated.
5. Write short story poem draft.
6. Peer edit short story poem draft.
7. Write final draft.
8. Read and recite poem.

Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will complete worksheets individually and whole group.
3. Students will write one to two paragraphs on this weeks writing prompt.
4. Students will write or orally present their opinion essay.

Formative Assessment:

Q&A, Individual work, group activity, KWL, Think-pair-Share

Accommodations/Modifications:

Peer Tutoring, One-to-one, Simplified Directions

Content: ELA	Grade/Course: 5 th	Timeline: 1 week (45 minutes each)
Standard(s): 5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		
Lesson Overview: In this lesson, students will be able to distinguish and describe the different parts of a plot diagram. (Exposition, Rising Action, Climax, Falling Action and Resolution).	Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to: <ul style="list-style-type: none"> Distinguish the parts of a movie plot 	
Vocabulary: Exposition, Rising Action, Climax, Falling Action and Resolution, Plot Diagram, Summarize	Focus Question(s) Focus on the 5W's and How Questions in order to describe each part of a plot diagram. <ol style="list-style-type: none"> Who is the main character? What happens? Where it happens? Why it happens? How it happens 	

Description of Lesson (Including Instructional Strategies):

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“Imagine you had a hundred dollars, but you couldn't keep it. You had to give it away to a person or charity. Who would you give it to? What would you want them to do with the money? “

DAY 1: Movie: Soul Surfer

- Ask students what they think is the purpose of a plot diagram? Have the students, think pair & share.
- Introduce the vocabulary terms: Exposition, Rising Action, Climax, Falling Action and Resolution.
- After a brief explanation of the terms, introduce the movie title, “Soul Surfer.” Have the students discuss with one another what they think the movie will be about. Write down their ideas and thoughts on the board to help with discussion.

Day 2 and 3

- Students will be given a Plot Diagram worksheet to fill in.
- While watching the movie, students must be able to answer the following questions: Who? What? When? Where? Why? How? Problem and Solution?
- Students will also complete the Plot Diagram worksheet that states the following: Exposition, Rising Action, Climax, Falling Action and Resolution.

Day 4

- After completing the movie, students will summarize the story using details that happened in the beginning, middle and end of movie.

Day 5

- Place students in groups of 4 or 5. Have each group decide and choose their favorite scene in the movie.
- Have the students

Guided Practice:

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2. Students will complete worksheets individually and whole group.
3. Students will write one to two paragraphs on this weeks writing prompt.
4. Students will write or orally present their opinion essay.

Formative Assessment:

Q&A, Individual work, group activity, KWL, Think-pair-Share

Accommodations/Modifications:

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