

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 45 minutes
<b>Standard(s):</b> GDOE: 5.5.1 Identify and correctly use main clauses to express a complete thought. CCSS: L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>Lesson Overview:</b> The focus of this lesson is identify the 4 types of sentences, and run on sentences, and be able to write a compound sentence.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Identify subjects in imperatives with 80% accuracy.</li> <li>• Write complete sentences using and, or, and but with 80% accuracy.</li> <li>• Write compound sentences with 80% accuracy.</li> </ul>	
<b>Vocabulary:</b> 1.conjunctions 2. imperatives 3. Interrogative 4. Declarative 5. Exclamatory 6. compound sentences 7. run on sentences	<b>Focus Question(s):</b> What are the differences between the 4 types of sentences, run-on sentences, and a compound sentences.	

<b>Description of Lesson (Including Instructional Strategies):</b> Anticipatory Set: Have students watch the youtube video: <a href="https://www.youtube.com/watch?v=8Gv0H-vPoDc">https://www.youtube.com/watch?v=8Gv0H-vPoDc</a>  Instruction and Strategies: Day1: Introduce new concept to students. Explain the four different kinds of sentences. Day2: Introduce conjunctions and, or, and but. Use the powerpoint to explain the parts of a compound sentence. Day3: Review writing compound sentences. Day4: Give samples of Run-on sentences and model to students how to fix those sentences with self think aloud. Day5: Group Review  Guided Practice: 1. Students will complete worksheets individually and whole group.  Formative Assessments: Q&A, Individual work  Closure: Students will write the different types of sentences.  Independent Practice: Students will work on worksheets.
<b>Accommodations/Modifications:</b> Peer Tutoring, One-to-one, Simplified Directions
<b>Resources (Textbook and Supplemental):</b> Worksheets
<b>Reflection:</b>

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 45 minutes
<b>Standard(s):</b> GDOE: 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge CCSS: 5.RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RF.5.4. Read with sufficient accuracy and fluency to support comprehension.		
<b>Lesson Overview:</b> The focus of this lesson is to identify clues from text to infer what is going to happen next or to infer what place is being described.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Draw inferences with 80% accuracy.</li> <li>• Answer story questions with 80% accuracy.</li> </ul>	
<b>Vocabulary:</b> 1. Inferences	<b>Focus Question(s):</b> What are some clues to look for when making inferences and how can our prior knowledge help?	

<p><b>Description of Lesson (Including Instructional Strategies):</b></p> <p>Anticipatory Set: Teacher will ask the following questions: Everyone is singing happy birthday for the boy while the boy is sits in front of his cake with candles, after they are done, what is going to happen next? Possible answers: blow the candle                  Alice was carrying a large clothesbasket from the bedroom down the stairs to the laundry room. She struggled under the weight of the basket. She wished her younger brothers would help her. Instead, they were playing. She had heard them throwing a baseball in the house earlier. She had told them to go outside. They had gone to the backyard, but they had left the baseball on the stairs. What will happen next? Alice might trip on the ball.</p> <p>Instruction and Strategies:                  Day1: Explain what inferences mean and how we use clues and prior knowledge to help us. Go over the worksheets and have students answer.                  Day2: Students will read part 1 of The Doughnuts on page 2 of the RM6 Book. When students are done, they will fill up the graphic organizer to infer what will happen next. Students will answer questions on page 1 from the RM6 Workbook.                  Day3: Teacher will pick some students to read what they wrote on the graphic organizer. Students will then read part 2 of the Doughnuts. Teacher and students will discuss if they were able to infer what will happen next. Students will answer questions on page 2 from the RM6 Workbook.</p> <p>Guided Practice:                  2. Students will complete worksheets individually and whole group.</p> <p>Formative Assessments:                  Q&amp;A, Individual work, and graphic organizer.</p> <p>Closure:                  Students will write the different types of sentences.</p> <p>Independent Practice: Students will work on worksheets, fill in the graphic organizer for making inferences, answer comprehension questions.</p>
<p><b>Accommodations/Modifications:</b> Peer Tutoring, One-to-one, Simplified Directions</p>
<p><b>Resources (Textbook and Supplemental):</b> RM6 Textbook and workbook, and Worksheets</p>
<p><b>Reflection:</b></p>

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. 5.L.2a-b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence. GDOE: 5.5.1 Identify and correctly use main clauses to express a complete thought.		
<b>Lesson Overview:</b> The focus of this lesson is identify the 4 types of sentences, and run on sentences, and is able to write a compound sentence.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Identify subjects in imperatives with 80% accuracy.</li> <li>• Write complete sentences using and, or, and but with 80% accuracy.</li> <li>• Write compound sentences with 80% accuracy.</li> </ul>	
<b>Vocabulary:</b> 1.conjunctions 2. imperatives 3. Interrogative 4. Declarative 5. Exclamatory 6. compound sentences 7. run on sentences 8. Phrase 9. Clause	<b>Focus Question(s):</b> What are the differences between the 4 types of sentences, run-on sentences, and a compound sentences.	

**Description of Lesson (Including Instructional Strategies):**

Anticipatory Set: Have students watch the youtube video: <https://www.youtube.com/watch?v=8Gv0H-vPoDc>

\*\*\*Teachers will give 10 to 15 min for daily journals.

**Instruction and Strategies:**

Day1: Introduce new concept to students. Explain the four different kinds of sentences. Extra resource: English Book page 34.

\*\*\*Teachers will introduce daily journals and go over the rubric. Teacher will choose from the following writing prompts:

There are many different kinds of entertainment, such as music, games, books, or movies. Explain your favorite type of entertainment and why you like it.

Suppose you had the opportunity to travel anywhere you wanted. Write to explain where you would go and why.

Think about something you would like to change about your school. Write to explain what you would change and why.

Think about a special event you experienced. Write to explain the event and why it was important to you.

Day2: Introduce conjunctions and, or, and but. Use the powerpoint to explain the parts of a compound sentence. Extra resource: English book page 44

Day3: Give samples of Run-on sentences and model to students how to fix those sentences with self think aloud. Extra Resource English book page 48

Day4: Introduce commas and how it is used to separate items in a series. Extra resource: English book page 184.

Day 5: Review on how commas are used to separate items in a series. Explain to the class how commas are used to separate elements in a sentence. English book page 188.

**Guided Practice:**

1. Students will complete worksheets individually and whole group.

Formative Assessments:

Q&A, Individual work

Closure:

Students will write the different types of sentences.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: 5.RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.3 – Analyze how and why individuals, events and ideas develop and interact over the course of a text. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RF.5.4. Read with sufficient accuracy and fluency to support comprehension. GDOE: 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge 5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme (loyalty, selfishness, conscientiousness).		
<b>Lesson Overview:</b> The focus of this lesson is to identify clues from text to infer what is going to happen next or to infer what place is being described. For the second part of the lesson plan, the focus is to describe the interaction and relationship between two characters from the story.		<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Draw inferences with 80% accuracy.</li> <li>• Answer story questions with 80% accuracy.</li> </ul>
<b>Vocabulary:</b> 1. Inferences		<b>Focus Question(s):</b> What are some clues to look for when making inferences and how can our prior knowledge help?

**Description of Lesson (Including Instructional Strategies):**

Anticipatory Set: Teacher will ask the following questions: Everyone is singing happy birthday for the boy while the boy is sits in front of his cake with candles, after they are done, what is going to happen next? Possible answers: blow the candle

Alice was carrying a large clothesbasket from the bedroom down the stairs to the laundry room. She struggled under the weight of the basket. She wished her younger brothers would help her. Instead, they were playing. She had heard them throwing a baseball in the house earlier. She had told them to go outside. They had gone to the backyard, but they had left the baseball on the stairs. What will happen next? Alice might trip on the ball.

**Instruction and Strategies:**

Day1: Explain what inferences mean and how we use clues and prior knowledge to help us. Go over the worksheets and have students answer.

Students will read part 1 of The Doughnuts on page 2 of the RM6 Book. When students are done, they will fill up the graphic organizer to infer what will happen next. Students will answer questions on page 1 from the RM6 Workbook.

Day2: Teacher will pick some students to read what they wrote on the graphic organizer. Students will then read part 2 of the Doughnuts. Teacher and students will discuss if they were able to infer what will happen next. Students will answer questions on page 2 from the RM6 Workbook.

Day 3: Teacher will review inferences by having students do the worksheets. Students will read part 3 of The Doughnuts. Activity: partner reading. When students are done, they are to answer questions on page 3 from the RM6 Workbook.

Day 4: Teacher will introduce to the students the following activity: Character Journal. A character journal is a written diary kept by the reader as s/he assumes the role of a character in the book and keeps an ongoing journal by writing about one episode that occurs during each book chapter. The reader writes in the first-person voice of the character and shares his/her thoughts and feelings in response to the unfolding events of the book.

Students will choose two characters from the story to write character journals. Out of the two, they will write one character journal to get familiar with the activity.

Day 5: Students will continue from day 4 and write another journal for the other character chosen. Students will then write one paragraph describing the interactions and relationship between the two characters.

**Guided Practice:**

1. Students will complete worksheets individually and whole group.
2. Students will create two character journals to assist with finding the relationship between the two characters.

Formative Assessments:

Q&A, Individual work, and graphic organizer.

Closure:

Students will write the different types of sentences.

Independent Practice: Students will work on worksheets, fill in the graphic organizer for making inferences, answer comprehension questions.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** RM6 Textbook and workbook, and Worksheets

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. 5.L.2a-b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence. GDOE: 5.5.1 Identify and correctly use main clauses to express a complete thought.		
<b>Lesson Overview:</b> The focus of this lesson is to use commas appropriately.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Use commas during series with 80% accuracy.</li> <li>• Use commas to separate elements of a sentence with 80% accuracy.</li> </ul>	
<b>Vocabulary:</b> 1. conjunctions 2. compound sentences 3. run on sentences 4. Phrase 5. Clause	<b>Focus Question(s):</b> When do we use commas?	

**Description of Lesson (Including Instructional Strategies):**

Anticipatory Set: Teachers will give 10 to 15 min for daily journals.

**Instruction and Strategies:**

Day1: Teacher will introduce the writing prompt for the week: Imagine your school closes for the day, and you can do anything you want. What will you do? Write a story about what happens.

Teacher and students will follow the following activity for writing prompts: Writers Windwo

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. They may add more to their writing.

Day 5: Presentation: Teacher will call some students to read their journal to the class.

Day 2: Introduce commas and how it is used to separate items in a series. Extra resource: English book page 184.

Day 3: Review on how commas are used to separate items in a series. Explain to the class how commas are used to separate introductory elements in a sentence. English book page 188.

Day 4: Review how commas are used to separate items in a series, and introductory elements in a sentence. Explain how commas are used with interrupters.

Day 5. Students will work on worksheets individually.

**Guided Practice:**

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.

**Formative Assessments:**

Q&A, Individual work

**Closure:**

Students will write the different types of sentences.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: 5.RL.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.RI.3 – Analyze how and why individuals, events and ideas develop and interact over the course of a text. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. RF.5.4. Read with sufficient accuracy and fluency to support comprehension. GDOE: 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge		
<b>Lesson Overview:</b> The focus of this lesson is to identify clues from text to infer what is going to happen next or to infer what place is being described.		<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Draw inferences with 80% accuracy.</li> </ul>
<b>Vocabulary:</b> 1. Inferences 2. Predictions		<b>Focus Question(s):</b> What are some clues to look for when making inferences and how can our prior knowledge help?

<b>Description of Lesson (Including Instructional Strategies):</b> Anticipatory Set: Teacher will play the following youtube video: <a href="https://www.youtube.com/watch?v=to30AJm2epQ">https://www.youtube.com/watch?v=to30AJm2epQ</a>  Instruction and Strategies: Day1: Teacher will review by projecting the “Making inferences” PDF file.  Day2: Teacher will have the students work in pairs or groups to answer questions. Use the “Making inferences” powerpoint file.  Day 3: Teacher will review inferences by having students answer questions from the following site. Teacher can read the questions and give them the choices to answer. Students will write their answer on their notebook. Site: <a href="http://www.quia.com/pop/43335.html?AP_rand=1793351728">http://www.quia.com/pop/43335.html?AP_rand=1793351728</a>  Day 4: Students will work on worksheets individually.  Day 5: Students will work on worksheets individually.  Guided Practice: 1. Students will complete worksheets individually and whole group.  Formative Assessments: Q&A, Individual work, and graphic organizer.  Closure: Students will write the different types of sentences.  Independent Practice: Students will work on worksheets, fill in the graphic organizer for making inferences, answer comprehension questions.
<b>Accommodations/Modifications:</b> Peer Tutoring, One-to-one, Simplified Directions
<b>Resources (Textbook and Supplemental):</b> Computer, Projector, and Worksheets
<b>Reflection:</b>

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<p><b>Standard(s):</b>          CCSS:          5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences.          5.L.2a-b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. Use punctuation to separate items in a series; b. Use a comma to separate an introductory element from the rest of the sentence.          5.RF.3a Know and apply grade – level phonics and word analysis skills in decoding words: Use combined knowledge skills in decoding words: Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.          5.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.          GDOE:          5.5.1 Identify and correctly use main clauses to express a complete thought.          5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.          5.5.1 Identify and correctly use prepositional phrases, appositives, main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p>		
<p><b>Lesson Overview:</b>          The focus of this lesson is to use commas appropriately. Count how many syllables for given words by separating the words into syllable parts. Understand the use of prepositions and interjections.</p>	<p><b>Lesson Objective(s):</b>          In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Use commas during series with 80% accuracy.</li> <li>• Use commas to separate elements of a sentence with 80% accuracy.</li> <li>• Separate words by its syllables with 85% accuracy.</li> <li>• Identify prepositions and interjections with 80% accuracy.</li> </ul>	
<p><b>Vocabulary:</b>          1. Commas          2. Syllables          3. Prepositions          4. Interjections</p>	<p><b>Focus Question(s):</b> When do we use commas? How do we count the syllables of a given word? What are prepositions and interjections.</p>	

<p><b>Description of Lesson (Including Instructional Strategies):</b>          Anticipatory Set: Begin with KWL activity with students in regards to commas, and only answering the K and W part.</p> <p>Instruction and Strategies:  <b>Teachers will give 10 to 15 min for daily journals.</b>          Teacher will introduce the writing prompt for the week: What is something you want to learn to do? Explain what you would like to do and why?          Teacher and students will follow the following activity for writing prompts: Writers Windows          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. They may add more to their writing.          Day 5: Presentation: Teacher will call some students to read their journal to the class.</p> <p>Day 1: Review on how commas are used to separate items in a series. Explain to the class how commas are used to separate introductory elements in a sentence. English book page 188.          Day 2: Review how commas are used to separate items in a series, and introductory elements in a sentence. Explain how commas are used with interrupters.          Closure: End the lesson on commas with answering the L part in the KWL activity.</p> <p>Anticipatory Set: Ask the students how many syllables <b>supercalifragilisticexpialidocious</b> have.          Day 3: Introduce the meaning of syllables and each word has a number of syllables. Have students practice by reading and/or listing down words. When students understand, pass out worksheet and explain the directions.</p>
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Day 4: Introduce prepositions and prepositional phrases and how they are used in sentences. English Book pg. 256-259. Give examples of common prepositions (PDF File). Using the PDF file on prepositions, use the multimedia and show the sentences. As a group, have them identify the prepositional phrase. For homework, give the prepositional worksheet. Addition to the HW, have them write 10 sentences using prepositions.

Day 5: Introduce interjections and some common interjections. English book pg. 192-193. Have them practice doing numbers 1-22. Extra practice: pass out worksheet and have them create sentences using interjections.

Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.

Formative Assessments:

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

Closure:

Students will create sentences using prepositions, and interjections.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets, multimedia, English book.

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<p><b>Standard(s):</b>          CCSS:          5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences.          5.RF.3a Know and apply grade – level phonics and word analysis skills in decoding words: Use combined knowledge skills in decoding words: Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.          5.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.          RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.          GDOE:          5.5.1 Identify and correctly use main clauses to express a complete thought.          5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.          5.5.1 Identify and correctly use prepositional phrases, appositives, main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p>		
<p><b>Lesson Overview:</b>          Count how many syllables for given words by separating the words into syllable parts. Understand the use of prepositions and interjections. Compare an object using similes and metaphors.</p>	<p><b>Lesson Objective(s):</b>          In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Use commas to separate elements of a sentence with 80% accuracy.</li> <li>• Separate words by its syllables with 85% accuracy.</li> <li>• Identify prepositions and interjections with 80% accuracy.</li> <li>• Create 5 metaphors and 5 similes.</li> </ul>	
<p><b>Vocabulary:</b>          1. Syllables          2. Prepositions          3. Interjections          4. Figurative Speech          5. Simile          6. Metaphor</p>	<p><b>Focus Question(s):</b> How do we count the syllables of a given word? What are prepositions and interjections? What are the differences between similes and metaphors?</p>	

**Description of Lesson (Including Instructional Strategies):**

Anticipatory Set: Ask the students how many syllables **supercalifragilisticexpialidocious** have.

Instruction and Strategies:

**Teachers will give 10 to 15 min for daily journals.**

Teacher will introduce the writing prompt for the week: Think about a special event you experienced. Write to explain the event and why it was important to you.

Teacher and students will follow the following activity for writing prompts: Writers Windows

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. They may add more to their writing.

Day 5: Presentation: Teacher will call some students to read their journal to the class.

Day 1: Introduce the meaning of syllables and each word has a number of syllables. Have students practice by reading and/or listing down words. When students understand, pass out worksheet and explain the directions.

Day 2: Introduce prepositions and prepositional phrases and how they are used in sentences. English Book pg. 256-259. Give examples of common prepositions (PDF File). Using the PDF file on prepositions, use the multimedia and show the sentences. As a group, have them identify the prepositional phrase. For homework, give the prepositional worksheet. Addition to the HW, have them write 10 sentences using prepositions. Introduce interjections and some common interjections. English book pg. 192-193. Have them practice doing numbers 1-22. Extra practice: pass out worksheet and have them create sentences using interjections.

Day 3: Teacher will explain what figurative speech is and give examples of them such as two peas in a pod and easy as pie using the pdf file. Students will create sentences using the examples given.

Day 4: Teacher will explain how things are compared to something else by using similes and metaphors. Teacher will explain the differences and give examples of each. <http://www.buzzle.com/articles/list-of-similes-and-metaphors.html> Students will create five metaphors and five similes to describe someone using the following adjectives: Kind, tall, mean, stubborn, funny, sneaky, beautiful, ugly, short, scary, smart, loud, quiet, fast, slow or any other adjectives students can think of.

Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.
3. Students will create sentences using figurative speech.
4. Students will create similes and metaphors.

Formative Assessments:

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

Closure:

Students will create sentences using prepositions, and interjections.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets, multimedia, English book.

**Reflection:**



<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: 5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. GDOE: 5.1.4: Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.). 5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.		
<b>Lesson Overview:</b> Compare an object using similes and metaphors. Define figures of speech. Identify common figures of speech.		<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Create 5 metaphors and 5 similes.</li> <li>• Identify figures of speech 85% accuracy.</li> </ul>
<b>Vocabulary:</b> 1. Figurative Speech 2. Simile 3. Metaphor 4. Personification 5. Alliteration 6. Hyperbole		<b>Focus Question(s):</b> What are the differences between similes and metaphors? What are the different figures of speech?

<b>Description of Lesson (Including Instructional Strategies):</b> Anticipatory Set: Show the youtube video: <a href="https://www.youtube.com/watch?v=uoSBVNUO2LU">https://www.youtube.com/watch?v=uoSBVNUO2LU</a>  Instruction and Strategies: <b>Teachers will give 10 to 15 min for daily journals.</b> Teacher will introduce the writing prompt for the week: People often help one another. Write to explain how you or someone you know helps others. Teacher and students will follow the following activity for writing prompts: Writers Windows 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. They may add more to their writing. Day 5: Presentation: Teacher will call some students to read their journal to the class.  Day 1: Teacher will explain what figurative speech is and give examples of them such as two peas in a pod and easy as pie using the pdf file. Students will create sentences using the examples given.  Day 2/3: Teacher will explain how things are compared to something else by using similes and metaphors. Teacher will explain the differences and give examples of each. <a href="http://www.buzzle.com/articles/list-of-similes-and-metaphors.html">http://www.buzzle.com/articles/list-of-similes-and-metaphors.html</a> Students will create five metaphors and five similes to describe someone using the following adjectives: Kind, tall, mean, stubborn, funny, sneaky, beautiful, ugly, short, scary, smart, loud, quiet, fast, slow or any other adjectives students can think of.  Day 4: Teacher will over the different figures of speech (personification, hyberbole, alliteration and review metaphor and similes) using the powerpoint. Students will take notes. For practice, teachers will break students into groups and have them think-pair-share the questions on the following site: <a href="http://www.myschoolhouse.com/courses/O/1/103.asp">http://www.myschoolhouse.com/courses/O/1/103.asp</a>  Day 5: Students will use stories from their DI textbook to look for examples of metaphors, similes, personification, hyperbole, and alliterations. Students will write their answers on day 5 worksheet.  Guided Practice:
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1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.
3. Students will create sentences using figurative speech.
4. Students will create similes and metaphors.

Formative Assessments:

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

Closure:

Students will create sentences using prepositions, and interjections.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets, multimedia, English book.

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: 5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. GDOE: 5.1.4: Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.). 5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice.		
<b>Lesson Overview:</b> Compare an object using similes and metaphors. Define figures of speech. Identify common figures of speech.		<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Create 5 metaphors and 5 similes.</li> <li>• Identify figures of speech 85% accuracy.</li> </ul>
<b>Vocabulary:</b> 1. Figurative Speech 2. Simile 3. Metaphor 4. Personification 5. Alliteration 6. Hyperbole		<b>Focus Question(s):</b> What are the differences between similes and metaphors? What are the different figures of speech?

<b>Description of Lesson (Including Instructional Strategies):</b> Anticipatory Set: Show the youtube video: <a href="https://www.youtube.com/watch?v=uoSBVNUO2LU">https://www.youtube.com/watch?v=uoSBVNUO2LU</a>  Instruction and Strategies: <b>Teachers will give 10 to 15 min for daily journals.</b> Teacher will introduce the writing prompt for the week: People often help one another. Write to explain how you or someone you know helps others. Teacher and students will follow the following activity for writing prompts: Writers Windows 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. They may add more to their writing. Day 5: Presentation: Teacher will call some students to read their journal to the class.  Day 1: Teacher will explain what figurative speech is and give examples of them such as two peas in a pod and easy as pie using the pdf file. Students will create sentences using the examples given.  Day 2/3: Teacher will explain how things are compared to something else by using similes and metaphors. Teacher will explain the differences and give examples of each. <a href="http://www.buzzle.com/articles/list-of-similes-and-metaphors.html">http://www.buzzle.com/articles/list-of-similes-and-metaphors.html</a> Students will create five metaphors and five similes to describe someone using the following adjectives: Kind, tall, mean, stubborn, funny, sneaky, beautiful, ugly, short, scary, smart, loud, quiet, fast, slow or any other adjectives students can think of.  Day 4: Teacher will over the different figures of speech (personification, hyberbole, alliteration and review metaphor and similes) using the powerpoint. Students will take notes. For practice, teachers will break students into groups and have them think-pair-share the questions on the following site: <a href="http://www.myschoolhouse.com/courses/O/1/103.asp">http://www.myschoolhouse.com/courses/O/1/103.asp</a>  Day 5: Students will use stories from their DI textbook to look for examples of metaphors, similes, personification, hyperbole, and alliterations. Students will write their answers on day 5 worksheet.  Guided Practice:
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1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.
3. Students will create sentences using figurative speech.
4. Students will create similes and metaphors.

Formative Assessments:

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

Closure:

Students will create sentences using prepositions, and interjections.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets, multimedia, English book.

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: 5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.SL.3 Summarize the points a speaker makes and explains how each claim is supported by reasons and evidence. 5.L4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 content, choosing flexibly from a range of strategies. GDOE: 5.1.4: Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.). 5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice. 5.1.4 Vocabulary and concept development. 5.4.2 Write responses to literature that demonstrate an understanding of a literary work, support statements, with evidence from the text, and develop interpretations that exhibit careful reading and understanding.		
<b>Lesson Overview:</b> Define figures of speech. Identify common figures of speech. Identify important points when summarizing a text. Clarify the meaning of unknown words by using different strategies.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Create 5 metaphors and 5 similes.</li> <li>• Identify figures of speech with 85% accuracy.</li> <li>• Summarize a text supported with reasons and evidence with 80% accuracy.</li> </ul>	
<b>Vocabulary:</b> 1. Figurative Speech 2. Personification 3. Alliteration 4. Hyperbole 5. Context Clues 6. Summary	<b>Focus Question(s):</b> What are the different figures of speech? What are the key points in summarizing a text?	

<b>Description of Lesson (Including Instructional Strategies):</b> Anticipatory Set: Show the youtube video: <a href="https://www.youtube.com/watch?v=b75vli9XF6o">https://www.youtube.com/watch?v=b75vli9XF6o</a>  Instruction and Strategies: <b>Teachers will give 10 to 15 min for daily journals.</b> Teacher will introduce the writing prompt for the week: <b>Think of someone or something that is special to you. Write to explain what is special to you and why.</b>  Teacher and students will follow the following activity for writing prompts: Writers Windows 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. They may add more to their writing. Day 5: Presentation: Teacher will call some students to read their journal to the class.  Day 1/2: Teacher will over the different figures of speech (personification, hyperbole, alliteration and review metaphor and similes) using the powerpoint. Students will take notes. For practice, teachers will break students into groups and have them think-pair-share the questions on the following site: <a href="http://www.myschoolhouse.com/courses/O/1/103.asp">http://www.myschoolhouse.com/courses/O/1/103.asp</a> Students will use stories from their DI textbook to look for examples of metaphors, similes, personification, hyperbole, and alliterations. Students will write their answers on day 5 worksheet.  Day 3/4: Teacher will play the youtube video from the anticipatory set and go over the context clues powerpoint. As a class, teacher will break the class into two groups. Each group will get a set of pingpong balls and paddle. The object is to match the balls (words) with the correct paddles (sentences). After both groups are done, teacher will go over the answers. Teacher will pass out the
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worksheet 1 and go over the directions. When students are done, teacher will pass out worksheet 2 and 3 and go over the directions.

Day 5: Teacher will play the following video: <https://www.youtube.com/watch?v=-E9V1D2OLkw>

Students will read a chapter from any novels in their classroom. When students are done, the class will discuss the chapter answering questions from the discussion starter worksheet. Students are going to write a summary of the chapter read.

Guided Practice:

1. Students will complete worksheets individually and whole group.
2. Students will write one to two paragraphs on this weeks writing prompt.
3. Students will create sentences using figurative speech.
4. Students will write a summary.

Formative Assessments:

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

Closure:

Students will create sentences using prepositions, and interjections.

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets, multimedia, English book.

**Reflection:**

<b>Content:</b> ELA	<b>Grade/Course:</b> 5th	<b>Timeline:</b> 52 minutes
<b>Standard(s):</b> CCSS: 5.W. 10 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences. 5.SL.3 Summarize the points a speaker makes and explains how each claim is supported by reasons and evidence. 5.L4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 content, choosing flexibly from a range of strategies. GDOE: 5.4.4 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences and word choice. 5.1.4 Vocabulary and concept development. 5.4.2 Write responses to literature that demonstrate an understanding of a literary work, support statements, with evidence from the text, and develop interpretations that exhibit careful reading and understanding.		
<b>Lesson Overview:</b> Identify important points when summarizing a text. Clarify the meaning of unknown words by using different strategies.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Identify words using context clues with 85% accuracy.</li> <li>• Summarize a text supported with reasons and evidence with 80% accuracy.</li> </ul>	
<b>Vocabulary:</b> 1. Context Clues 2. Summary	<b>Focus Question(s):</b> What are the key points in summarizing a text? What are context clues?	

<b>Description of Lesson (Including Instructional Strategies):</b> Anticipatory Set: Show the youtube video: <a href="https://www.youtube.com/watch?v=b75vli9XF6o">https://www.youtube.com/watch?v=b75vli9XF6o</a>  Instruction and Strategies: <b>Teachers will give 10 to 15 min for daily journals.</b> Teacher will introduce the writing prompt for the week: <b>What is one item you would like to have? Write to describe the item and explain why you want it.</b>  Teacher and students will follow the following activity for writing prompts: Writers Windows 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. They may add more to their writing. Day 5: Presentation: Teacher will call some students to read their journal to the class.  Day 1/2: Teacher will play the youtube video from the anticipatory set and go over the context clues powerpoint. As a class, teacher will break the class into two groups. Each group will get a set of pingpong balls and paddle. The object is to match the balls (words) with the correct paddles (sentences). After both groups are done, teacher will go over the answers. Teacher will pass out the worksheet 1 and go over the directions. When students are done, teacher will pass out worksheet 2 and 3 and go over the directions.  Day 3/4: Teacher will play the following video: <a href="https://www.youtube.com/watch?v=-E9V1D2OLkw">https://www.youtube.com/watch?v=-E9V1D2OLkw</a> Students will read a chapter from any novels in their classroom. When students are done, the class will discuss the chapter answering questions from the discussion starter worksheet. Students are going to write a summary of the chapter read.  Day 5: Students will watch an episode from the magic school bus: <a href="https://www.youtube.com/watch?v=TtNB-7n8iBw">https://www.youtube.com/watch?v=TtNB-7n8iBw</a> . After viewing the video, students will write a summary.  Guided Practice: <ol style="list-style-type: none"> <li>1. Students will complete worksheets individually and whole group.</li> <li>2. Students will write one to two paragraphs on this weeks writing prompt.</li> <li>3. Students will write a summary.</li> </ol>
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Formative Assessments:

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

Closure:

Independent Practice: Students will work on worksheets.

**Accommodations/Modifications:** Peer Tutoring, One-to-one, Simplified Directions

**Resources (Textbook and Supplemental):** Worksheets, multimedia, English book.

**Reflection:**