

<b>Content:</b> Reading	<b>Grade/Course:</b> Sped	<b>Timeline:</b> 1 quarter
<b>Standard(s):</b> <b>5.RL.1</b> <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i> <b>5.RL.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		
<b>Lesson Overview:</b>	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Quote what specific characters said in a text when explaining what the text said or inferred.</li> <li>• Compare and contrast two or more characters, settings, events in a story or drama, drawing on specific details in a text.</li> </ul>	
<b>Vocabulary:</b>	<b>Focus Question(s):</b>	

<b>Description of Lesson (Including Instructional Strategies):</b> <b>Anticipatory Set:</b> Monday- Review Vocabulary words Tuesday- Prediction of the end of the story Wednesday- Review of their predictions/reflection Thursday- Students get their books and write the questions Friday- Students review the story  <b>Instruction and Strategies:</b> Round Robin Reading- Students take turns reading aloud while teacher corrects mistaken words.  <b>Guided Practice:</b> Teacher- provides 1:1 instruction on words that are unfamiliar to them.  <b>Formative Assessment:</b> Oral assessments, questions and answers “wh”  <b>Closure:</b>  <b>Independent Practice:</b>
<b>Accommodations/Modifications:</b>
<b>Resources (Textbook and Supplemental):</b>

<b>Content:</b> ELA	<b>Grade/Course:</b> Sped	<b>Timeline:</b> 1 week
<p><b>Standard(s):</b> 5.RI. 5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5. W.3a-e Write narratives to develop real or imagines experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>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.</p>		
<p><b>Lesson Overview:</b> Students will be able to identify the author, illustrator, title, and main idea of a story and compare and contrast characters in the story to other characters, events from other stories. Students will be able to compare and contrast the overall structure of the story events, ideas, and information from two or more texts.</p>		<p><b>Lesson Objective(s):</b> In this lesson, students will be able to</p> <ul style="list-style-type: none"> <li>• Identify characters in a story and compare and contrast them to characters from a different story.</li> <li>• Create a diorama of the story with the title, author, and illustrator and characters.</li> <li>• Write a narrative to develop real or imaginative experiences or events using details and event sequences.</li> </ul>
<p><b>Vocabulary:</b> help, read, said, want ready, seen since, soon, like, done, article, absorb, enormous, carefully, information, appropriate, actual gradually, museum, transparent</p>		<p><b>Focus Question(s):</b> What is the main idea of the story? What is the author trying to say when he/she is writing?</p>

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

**Anticipatory Set:**

Question: What do you think this story is about? What do you think will happen? Who do you think will win at the end?

**Instruction and Strategies:** Group reading of the story (Round Robin Reading)

**Guided Practice:** Review vocabulary words that are missed during the reading, and review each day at the beginning of class.

**Formative Assessment:**

Questions and Answers (Comprehension questions)

Discussions/oral assessments for understanding

Diorama

Compare /Contrast Graphic organizers

Narratives of their own story/adventures

**Closure:** Summarize what students did (discussion about the story) What they liked or didn't like.

**Independent Practice:**

This concept not yet fully developed for students to work independently.

**Accommodations/Modifications:**

Reading text books (stories) at the reading ability level

Guided instruction of unfamiliar words

Graphic organizers used to guide assignments and reading.

Models/Examples

**Resources (Textbook and Supplemental):**

1<sup>st</sup> grade text book: Stan's Stunt, Sam's Song

4<sup>th</sup> grade text book: Pat Cummings, Joanna Cole

Computer online resources

Comprehension activity sheets

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<b>Lesson Overview:</b> Students will be reviewing a novel “Charlottes’ Web” by talking about characters, Sequence of events, the main idea, and prediction of cause and effect. They will also quote characters when asked a question about what they said.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>Quote what specific characters said in a text when explaining what the text said or inferred.</li> <li>Compare and contrast two or more characters, settings, events in a story or drama, drawing on specific details in a text.</li> </ul>	
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<b>Accommodations/Modifications:</b> Reading stories are at students reading level
<b>Resources (Textbook and Supplemental):</b>

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<b>Lesson Overview:</b> Students will be reviewing a story Seven Sillies by talking about characters, Sequence of events, the main idea, and prediction of cause and effect. They will also quote characters when asked an question about what they said.	<b>Lesson Objective(s):</b> In this lesson, students will be able to <ul style="list-style-type: none"> <li>• Quote what specific characters said in a text when explaining what the text said or inferred.</li> <li>• Compare and contrast two or more characters, settings, events in a story or drama, drawing on specific details in a text.</li> </ul>	
<b>Vocabulary:</b> gorgeous, splendid, fine-feathered, sillies, splashed, handsome, scrambled, dripping, answered	<b>Focus Question(s):</b> What message do writers convey through narrative texts? How can skills learned during the reading of narrative texts be demonstrated through the writing and speaking of narratives? How does setting impact the story and potential outcome?	

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**Accommodations/Modifications:** Reading stories are at students reading level

**Resources (Textbook and Supplemental):**

Houghton Mifflin text books

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