

Grade 5	English Language Arts	Week 3
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**Lesson Title:** Thunder Rose

**Weekly Learning Targets:** Students can determine the meaning of homonyms by using context clues. Students can interpret figurative language, including similes and metaphors, in context. Students can summarize and paraphrase information in a text. Students can write their own tall tale with a clear focus, plot, and point of view.

**Common Core ELA Learning Standards:**  
**RL5.4** - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  
**RI5.5** - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
**W5.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
**W5.3a** - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
**W5.3b** - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  
**LS5.4** - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
**L5.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**L5.4a** - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
**L5.5a** - Interpret figurative language, including similes and metaphors, in context.  
**L5.5c** - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NOTE: Reader’s & Writer’s Notebook = RWN; These lessons are intended for a 1.5 to 2 hour block.

**MONDAY**

**Daily Learning Target:** Students can identify the cause and effect in a story.  
**Learning Tasks:** To begin the class, the teacher can introduce the question of the week, “How can nature challenge us?” After discussing using the pictures on page 50 and 51, the teacher can introduce the oral vocabulary words (SM A) for the week and practice them. The teacher can read this selection from Night of the Twisters (TE page 51b) aloud to students, which includes the vocabulary words. Following that, the teacher can review cause and effect (SM B) with the students. The students can then read *The Real Thunder and Lightning* on page 53 and complete RWN page 51. Following that, the class can review what makes a tall tale by watching this video. (SM C) Then, they can complete RWN on page 52 about tall tales. Finally, the teacher can tell the students they will research a challenging force of nature, such as a tornado, earthquake, volcano, or hurricane. They will create a fact sheet and a map to share their findings later. Students can also list reference sources they will use. An example inquiry question is, “Where do tornadoes usually hit? How do people prepare for them?” Students may work individually, in pairs, or small groups.  
**Daily Formative Assessment:** The teacher can give feedback on RWN 51 and 52 on the students’ inquiry question.

**TUESDAY**

**Daily Learning Target:** Students can understand how hyperbole is used in a tall tale.  
**Learning Tasks:** After reviewing vocabulary, the teacher can introduce the students to hyperbole. (SM D) The class can read page 55 “The Tale of Carrie the Calf” and identify the hyperbole. Using the short story, the teacher can also explain homonyms and have the students identify the meaning of homonyms in the story and on RWN page 53. Next, the teacher can preview and predict the main selection *Thunder Rose*. The class can preview and predict what will happen in the story and complete RWN page 56 about context clues while reading. After reading, the teacher can introduce subjects and predicates and the class can complete RWN page 54 and 55.

Finally, the students can begin researching their inquiry question. Additionally, students can begin writing a tall tale. (SM E)

**Daily Formative Assessment:** The teacher can check the students' work in RWN.

### WEDNESDAY

**Daily Learning Target:** Students can research a topic. Students can identify and use subjects and predicates.

**Learning Tasks:** After practicing the oral vocabulary, the class can do a close reading of "Thunder Rose". Then, students can retell the story. After reading, the teacher can review subjects and predicates by having students create sentences using a selected list of words. After that, the teacher can introduce research skills with RWN page 58 and 59. Then, the students can work on their research and also writing their tall tale on page 76 and 77.

**Daily Formative Assessment:** The teacher can give feedback during the students' research and writing.

### THURSDAY

**Daily Learning Target:** Students can write a tall tale using proper writing conventions.

**Learning Tasks:** After reviewing the vocabulary, students can read and answer the questions about "Measuring Tornadoes" on page 78 and 79. The students can also finish writing and share their tall tale with a partner. Lastly, the students can work on their inquiry-based research.

**Daily Formative Assessment:** The teacher can give feedback on the students' tall tale.

### FRIDAY

**Daily Learning Target:** Students can present a topic clearly and understand the details of a text.

**Learning Tasks:** Students can review any activities from the week. Additionally, students can present their inquiry results. The students can also take a spelling test.

**Daily Formative Assessment:** The students can take a summative assessment and feedback can be given on their inquiry results.

Grade 5 – ELA – Week 3	MATERIALS / RESOURCES
	<p>pencils, markers, almanacs, research sources</p> <p><b>A</b> – Thunder Rose Vocabulary - <a href="https://www.teacherspayteachers.com/Product/Thunder-Rose-Vocabulary-Handout-Worksheet-2105083">https://www.teacherspayteachers.com/Product/Thunder-Rose-Vocabulary-Handout-Worksheet-2105083</a></p> <p><b>B</b> – Cause and Effect Video - <a href="https://www.youtube.com/watch?v=EZN4AhWskkA">https://www.youtube.com/watch?v=EZN4AhWskkA</a></p> <p><b>C</b> – Tall Tales Video - <a href="https://www.youtube.com/watch?v=JX4Tqn-ASFM">https://www.youtube.com/watch?v=JX4Tqn-ASFM</a></p> <p><b>D</b> – Hyperbole - <a href="https://www.youtube.com/watch?v=kuzWLDWm6Zs">https://www.youtube.com/watch?v=kuzWLDWm6Zs</a></p> <p><b>E</b> – Tall Tales Unit - <a href="https://www.pgsd.org/cms/lib07/PA01916597/Centricity/Domain/165/Unit%207%20Tall%20Tales.pdf">https://www.pgsd.org/cms/lib07/PA01916597/Centricity/Domain/165/Unit%207%20Tall%20Tales.pdf</a></p> <p><b>Additional Resources</b></p> <p>Thunder Rose Teacher's Reference - <a href="https://www.teacherspayteachers.com/Product/Reading-Street-Fifth-Grade-Unit-One-1951821">https://www.teacherspayteachers.com/Product/Reading-Street-Fifth-Grade-Unit-One-1951821</a></p> <p>Reading Street Routine - <a href="https://mypearsontraining.com/assets/files/documents/TG_RS2013_WelcometoIntermediate.pdf">https://mypearsontraining.com/assets/files/documents/TG_RS2013_WelcometoIntermediate.pdf</a></p> <p>Let's Practice It! Thunder Rose - <a href="http://apps.gpsc.k12.in.us/blogs/gis5thgrade/files/2011/09/Family-Times-Unit-1-Week-2-Thunder-Rose-pg-2-.pdf">http://apps.gpsc.k12.in.us/blogs/gis5thgrade/files/2011/09/Family-Times-Unit-1-Week-2-Thunder-Rose-pg-2-.pdf</a></p>