

Grade 5	English Language Arts	Week 2
<b>Lesson Title:</b> Red Kayak		
<b>Weekly Learning Targets:</b> Students can determine the meaning of homographs by using context. Students can understand the details in a text to complete a task, solve a problem, or perform an action. Students can write an essay with specific facts, details, and examples. Students can use several sources to build knowledge about a topic.		
<p><b>AERO Common Core ELA Learning Standards:</b></p> <p><b>RL5.6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>RF5.4b</b> – Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><b>W5.2a</b> - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W5.5</b> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W5.6</b> - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>W5.7</b> - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>LS5.1a</b> – Come to discussions prepared, having read or studied required material.</p> <p><b>L5.4a</b> – Use context as a clue to the meaning of a word or phrase.</p> <p><b>L5.5c</b> – Use the relationship between particular words to better understand each of the words.</p>		
<b>NOTE:</b> Some of the lesson plan will borrow from the Red Kayak PPT (SM A); Reader’s & Writer’s Notebook = RWN		
<b>MONDAY</b>		
<b>Daily Learning Target:</b> Students can identify different points of a plot and the character’s role in a plot. Students can also research a topic.		
<b>Learning Tasks:</b> For a bell activity, the students can correct the sentences in their notebook. (slide 2 SM A)The teacher can distribute this Red Kayak graphic organizer (SM B) to the students as a reference tool for the week. And introduce the question of the Week: ‘What inspires people to act Courageously?’ The teacher will introduce the story and introduce the comprehension skill of character and plot. (slide 5 SM A) The class can then practice the skill together (RWN 40). After the students can be divided into small groups for centers. The centers are up to the teacher but the students will be creating a short presentation about a courageous person.		
<ol style="list-style-type: none"> <li>1. Courageous Person Presentation – Students must research and create a simple presentation about a person who acted courageously. Here are some examples. (SM E &amp; F)</li> <li>2. Reader’s and Writer’s Notebook (RWN 41 -42, 44, 46-50)</li> <li>3. Variety of Skills Handout (SM D)</li> <li>4. Teacher’s Table – (The teacher can work on below level skills, reading log, etc.)</li> </ol>		
<b>Daily Formative Assessment:</b> The teacher can give feedback on RWN 40.		
<b>TUESDAY</b>		
<b>Daily Learning Target:</b> Students can identify four types of sentences and monitor and clarify when reading.		
<b>Learning Tasks:</b> For a bell activity, the students can correct the sentences in their notebook. (slide 15 SM A) After, the teacher can introduce four types of sentences to the students. (slide 9 SM A) After, the students and teacher can complete RWN pg 43. After, the teacher can explain what is meant by monitor and clarify (slide 7 SM A) during reading and distribute sticky notes to the students. The students can then read the selection <i>Red Kayak</i> . The teacher can then offer an exit ticket. (slide 23 SM A)		
<b>Daily Formative Assessment:</b> The teacher can check the students’ exit ticket.		

### WEDNESDAY

**Daily Learning Target:** Students can read a passage orally with accuracy. Students can ask questions to clarify.

**Learning Tasks:** For a bell activity, the students can correct the sentences in their notebooks. (slide 29 SMA) After the students can do partner reading for *Red Kayak* and ask questions to clarify. After reading, the students can complete the centers from Monday.

**Daily Formative Assessment:** The teacher can give feedback during partner reading.

### THURSDAY

**Daily Learning Target:** Students can write a dialogue using proper conventions and using information from another text.

**Learning Tasks:** For a bell assignment, students can correct incorrect sentences. (slide 38 SM A) After, the students can read "What Will I Do in an Emergency?" in the textbook. The students can identify the author's purpose. After the students can write a dialogue between a 911 dispatcher and a caller using all six steps from the reading (RWN 45). After finishing their dialogue, students can complete their presentations about courageous people. If they are finished, they may read independently.

**Daily Formative Assessment:** The teacher can give feedback on the dialogue for RWN 45.

### FRIDAY

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

**Learning Tasks:** Students can start the class with this bell assignment. (slide 46 SM A) Then, the students can present their presentation about courageous people. The teacher can model a presentation for them. After, the students can take a summative assessment like the one here (SM C).

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

Grade 5 – ELA – Week 2	MATERIALS / RESOURCES
	pencils, markers, map of North and South America, notebook, colored pencils, computer, internet, sticky notes
A – Red Kayak PPT -	<a href="https://www.teacherspayteachers.com/Product/Reading-Street-5th-Grade-Week-1-PowerPoint-2759960">https://www.teacherspayteachers.com/Product/Reading-Street-5th-Grade-Week-1-PowerPoint-2759960</a>
B- Red Kayak Graphic Organizer -	<a href="https://www.teacherspayteachers.com/FreeDownload/Red-Kayak-Graphic-Organizer-2946429">https://www.teacherspayteachers.com/FreeDownload/Red-Kayak-Graphic-Organizer-2946429</a>
C – Summative Assessment Sample -	<a href="https://www.teacherspayteachers.com/Product/Red-Kayak-KID-FRIENDLY-Reading-Street-Test-3126220">https://www.teacherspayteachers.com/Product/Red-Kayak-KID-FRIENDLY-Reading-Street-Test-3126220</a>
D – Red Kayak Station Handout -	<a href="https://www.teacherspayteachers.com/Product/Reading-Station-Boxes-for-Red-Kayak-1359320">https://www.teacherspayteachers.com/Product/Reading-Station-Boxes-for-Red-Kayak-1359320</a>
E – Martin Luther King Jr. Courage Presentation -	<a href="https://www.slideshare.net/wmsbierer/martin-luther-king-courage-project">https://www.slideshare.net/wmsbierer/martin-luther-king-courage-project</a>
F – Courage Presentation -	<a href="https://www.slideshare.net/syedimtiazhussain/courage-31247192">https://www.slideshare.net/syedimtiazhussain/courage-31247192</a>
<b>Additional Resources</b>	
Red Kayak Lesson Plan -	<a href="https://achievethecore.org/page/1674/red-kayak">https://achievethecore.org/page/1674/red-kayak</a>