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| Diocese of Wheeling-Charleston | | | | | |
| Unit Planner | | | | | |
| Name of Teacher Kathy A Shook | | | | Grade Level: 5 | |
| Subject Area: Language Arts | | | | Cross Curricular Opportunities: | |
| Unit Title: The Window Into History | | | | Estimated Duration of Unit: 10 days | |
| Overview of Unit: Genre-Drama | | | | | |
| Forms of Text (nonfiction/fiction): nonfiction | | | | Teaching Strategies: Differential Instruction | |
| Catholic Identity Connections: Learning how to interact with others and learn a lesson also | | | | | |
| Assessment (authentic/published - summative/formative): both | | | | | |
| Standard Number | Standards | | Description of Activity | Resources | Date of Completion |
| LA 5.1  LA 5.2 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | Read aloud A Window Into History noting the different characters in the story.  Guide students through brainstorming answers to question-Instruct students to pay attention to details while listening to the story.  Discuss how each character would be presented.  Students reread story to see which character they would like to be. Practice rehearsing each character with another student | A Window Into History drama play in  Mcgraw -Hill reading grade 5 Unit 4 series.  Elmo | Day 1 |
| LA5.3 | 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.. | | Discuss the organization, sentence structure and connection of ideas relevant to the story  Using a graphic organizer have groups of students fill in the organizer by recording details and point of view of the speakers | Smart Board  Graphic Organizer | Day 2 |
| LA 5.4  LA5.3  LA 5.5 | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  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..  Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | | Present ideas from each groups graphic organizer to complete a class graphic organizer on the smart board  Play the story to the class as they follow along using the smart board to see how the author portrays the characters.  Bring in a college student who is majoring in Theatre to talk to the class about acting  Students pick the character they want to represent and do a run through just reading the play.  Discuss how the play can improve by changing voices, etc.  Students decide on props to be used in the play  Students perform the play for the instructor.  Students and instructor revise any parts that need revised.  Students perform play for another class. | Graphic Organizer  Smart Board  Smart Board  Presenter  Reader  Props  Script  Video camera | Day 3  Day 4  Day 5  Day 7-9  Day 10 |
| Differentiated Instruction Opportunities/Overview: | | | | | |
| Cross Curricular Opportunities: reading, writing, acting  Science: identifying  History: Researching experiences that have happened in the past  English: Being able to use written communication skills to identify and present. | | | | | |
| **Common Core Checklist** | | | | | |
| Writing | | | | | |
| X | Paragraph | | | | |
|  | Essay (narratives, fairy tales, realistic fiction) | | | | |
| X | Summary | | | | |
| X | Research | | | | |
| X | Detailed answers (text supported) | | | | |
| X | Notes (note taking skills, outlines) | | | | |
|  | Complete sentences | | | | |
| Reading | | | | | |
| X | Informational text | | | | |
|  | Lexile | | | | |
| X | Complex literature |  | |  |  |
| X | Speaking | | | | |
| X | Listening | | | | |
| X | Varied strategies and instructional methods | | | | |
| X | Critical thinking in whole class discussion | | | | |
| X | Student led activities | | | | |
|  | common core standards (literature circles) | | | | |
| Technology | | | | | |
| X | Smartboard | | | | |
| X | Computers | | | | |
| X | iPads | | | | |
| X | Powerpoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
| X | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
| X | Collaborative engagement (meaningful feedback) | | | | |
| X | Higher level learning and teaching | | | | |
| Assessment | | | | | |
| X | Project based | | | | |
| X | Writing prompt | | | | |
|  | Portfolio | | | | |
| X | Observation | | | | |
|  | Quiz | | | | |
| X | Technology based | | | | |
|  | Test | | | | |
|  | Student created test | | | | |
| X | Presentation | | | | |
| X | Journal | | | | |
| X | Think, pair, share | | | | |
| X | Summary | | | | |
| X | Oral questioning | | | | |
| X | Analogy | | | | |
| X | Powerpoint, or movie maker | | | | |
| Authenticity | | | | | |
| X | Various activities | | | | |
| X | Inquiry, research and evidence | | | | |
| X | Evidence of time management and planning | | | | |
| X | Problem solving strategies | | | | |
| Summary of Unit: | | | | | |
| Through the use of various resources students will review and identify the different characters described in A Window Into History.  Cross curriculum will occur by learning about different graphic organizers, group discussions and presentations.  At the end of the unit, students will present the final performanceof their best presentation learned through the unit.  Evaluation will be done using a rubric designed for the unit completion. | | | | | |
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