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|                               |  | <b>Campus: Harper, Lowe, Smith, Lacy, Godwin</b> |  |
| <b>Author: 5th Grade</b>   |  | <b>Date Created / Revised: November 1, 2021</b>  |  |
| <b>Six Weeks Period: 3rd SW</b>  |  | <b>Grade Level &amp; Course: 5th ELAR</b>        |  |
| <b>Timeline: 15 Days</b><br><br><b>Unit Title: Unit 03A: Exploring and Crafting Fiction: Literary Elements</b> |  | <b>Lesson 1</b>                                  |  |
| <b>Stated Objectives: TEK # and SE</b>   | <p> <u>5.2A</u>, <u>5.2A.iv</u>, <u>5.2B</u>, <u>5.2B.vi</u>, <u>5.3C</u>, <u>5.3D</u>, <u>5.6B</u>, <u>5.6C</u>, <u>5.6E</u>, <u>5.6F</u>, <u>5.6G</u>, <u>5.6H</u>, <u>5.6I</u>, <u>5.7A</u>, <u>5.7B</u>, <u>5.7C</u>, <u>5.7D</u>, <u>5.7E</u>, <u>5.7G</u>, <u>5.8A</u>, <u>5.8B</u>, <u>5.8C</u>, <u>5.8D</u>, <u>5.10A</u>, <u>5.10B</u>, <u>5.10C</u>, <u>5.10D</u>, <u>5.10E</u>, <u>5.10F</u>, <u>5.11A</u>, <u>5.11B</u>, <u>5.11B.i</u>, <u>5.11B.ii</u>, <u>5.11C</u>, <u>5.11D</u>, <u>5.11D.vi</u>, <u>5.11D.x</u>, <u>5.11D.xi</u>, <u>5.12A</u>, <u>5.13A</u>, <u>5.13B</u>, <u>5.13C</u> </p> <p> <b>Student Expectations (TEKS) in red: Identified by TEA as a Readiness Standard of the assessed curriculum</b> </p> <p> <b>Student Expectations (TEKS) in green: Identified by TEA as a Supporting Standard of the assessed curriculum</b> </p> <p> <b>Student Expectations (TEKS) in black: Not identified by TEA as part of the assessed curriculum</b> </p>  |  |  |
| <b>See Instructional Focus Document (IFD) for TEK Specificity</b>  |  |  |  |
| <b>Key Understandings</b>  | <p>Introduction</p> <p>This unit bundles student expectations that address the genre characteristics and structures of fictional text. This genre represents narratives, or stories, that include literary elements and devices. Literary elements are the basic parts of a story including plot, character(s), setting, theme, etc. Authors create their stories around these elements. Readers rely on this predictable structure in order to help them understand any work of fiction. Literary devices are techniques an author uses to add meaning and produce a given effect. Examples of literary devices are point of view, simile, metaphor, imagery, alliteration, etc. Readers analyze literary elements and devices in order to deepen understanding of the text and to improve their own craft. Readers read fiction for the enjoyment of learning about and making connections with new and different people, places, and ideas.</p> <p>Prior to this Unit</p> <p>In Units 02A, 02B, and 02C, students engaged in deep analysis and application of author’s craft of structural elements and language choices to support authentic purposes and audiences across a variety of texts. Students used the writing process to craft an original piece with emphasis on purpose and message. Students also honed their decoding and spelling skills with an emphasis on syllable and syllable division patterns. Students also began to analyze words for roots and affixes for both decoding and spelling purposes as well as to build their vocabulary.</p> |  |  |

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|                              | <p>During this Unit</p> <p>In Reading, students read, respond to/write about, and discuss multiple fiction texts, employing reading strategies to support comprehension such as interacting with the text through annotating and notetaking. Students analyze author’s purpose, audience, genre characteristics, and author’s craft, including literary elements and devices. Students also utilize text evidence to support their ideas and inferences. Through a transfer of reading comprehension skills, students learn how to apply author’s craft to their own practices as writers and to their own writing products.</p> <p>In Writing, students plan, research, and draft a short fictional text while applying genre characteristics and author’s craft to their drafts. Students apply author’s craft learned during reading to their own writing products. Previously learned skills about author’s purposes and craft support their planning and drafting efforts. Students continue to learn language conventions including prepositional phrases and their influence on subject-verb agreement and the use of punctuation in dialogue. Students apply the rules and patterns they are learning in phonics to spell accurately in their drafts.</p> <p>In Word Study, students continue to use context clues, resources, and knowledge of roots and affixes to determine the meaning of words and expand their vocabulary. They also continue to decode and spell words with roots and affixes. In this unit students explore the rich addition that adages and puns provide to a language.</p> <p>In Collaboration, students work with partners to brainstorm ideas on writing topics. Upon completing the pre-writing stage, students reflect on their planning process in small groups, focusing on listening actively to all group members, asking relevant questions, and making pertinent comments.</p> <p>After this Unit</p> <p>In Unit 03B, students will continue to explore different types of fiction and carry their own original fiction writing through the writing process to publication. In the following units, students will continue to analyze author’s craft through genre studies. They will examine how different techniques are used for specific genres. Students will also continue to grow as writers as they apply genre characteristics and craft to their own writing.</p> <p>Additional Notes</p> <p>Authors of fiction often engage in research through reading, conducting interviews, observing people and places, and recording experiences. This research helps authors of fiction to make their fictional stories believable and to engage the reader. Interviews, with authors of fiction talking about their research processes, can be found online to support teachers’ conversations with students about the importance of research in the craft of fiction.</p> <p>As suggested by TEA, the TEKS in this unit are meant to be integrated with emphasis on the connections between listening, speaking, reading, writing, and thinking. There should be daily opportunities for students to discuss, read, and write. Students will continually develop their knowledge and skills with increased complexity over time.</p> |
| <p><b>Misconceptions</b></p> | <p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>● Students may think that there are static stages to crafting a text, rather than understanding that each author has their own cyclical and recursive writing processes.</li> <li>● Some students may think the topic and theme are the same thing.</li> </ul>   |

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>● Students may think that research is only used in writing informational texts, and not be aware of how authors of fiction use and incorporate research to develop their ideas, characters, setting, and plot.</li> </ul> <p><b>Underdeveloped Concepts:</b></p> <ul style="list-style-type: none"> <li>● Although some students may know that writers plan before they draft, they may not understand that planning also includes identifying a writing purpose and audience.</li> <li>● Some students may not think it is important to analyze other authors' writing in order to develop their own craft and style.</li> </ul>   |
| <p><b>Key Vocabulary</b></p> | <ul style="list-style-type: none"> <li>● Adage — a concise, well-known saying that expresses a common truth or general observation</li> <li>● Affix — <b>a word element, such as a prefix or suffix, that occurs before or after a root or base word to modify its meaning</b></li> <li>● Audience — <b>the intended target group for a message, regardless of the medium</b></li> <li>● Author's craft — intentional and deliberate use of organizational patterns, text and graphic features, sentence structures, devices, and language to create an effective written work; author's craft may vary by genre</li> <li>● Author's purpose — the reason an author writes about a particular topic (e.g., to persuade, to entertain, to inform, to explain, to analyze, etc.); the reason an author includes particular details, features, or devices in a work</li> <li>● Character — a person or thing who plays a role in a book, play, or movie</li> <li>● Climax — the highest point in the plot where the problem/conflict reaches its peak</li> <li>● Conflict — <b>in literature, the opposition of persons or forces that brings about dramatic action central to the plot of a story</b></li> <li>● Falling action — the element of plot structure that takes place after the climax and begins to resolve the conflict(s) of the story before the resolution</li> <li>● Fiction— literary works written in prose based on imaginative ideas and storytelling not presented as fact</li> <li>● Figurative language — <b>language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices</b></li> <li>● Genre — <b>the type or class of a work, usually categorized by form, technique, or content</b></li> <li>● Imagery — <b>the use of language to create mental images and sensory impressions. Imagery can be used for emotional effect and to intensify the impact on the reader.</b></li> <li>● Literary elements — the basic components of most literary works such as setting, plot, characterization, theme, etc.</li> <li>● Figurative language — <b>language not intended to be taken literally but layered with meaning through the use of imagery, metaphors, and other literary devices</b></li> <li>● Metaphor — <b>a subtle comparison in which the author describes a person or thing using words that are not meant to be taken literally</b></li> <li>● Plot — the basic sequence of events in a story that includes the exposition, rising action, climax, falling action, and resolution</li> <li>● Point of View — <b>the perspective from which the events in the story are told</b></li> <li>● Prefix — one or more letters placed before a root or base word that changes the meaning of the word</li> <li>● Preposition — <b>a word that relates its object to another word in the sentence</b></li> <li>● Prepositional phrase — <b>a phrase that begins with a preposition and is followed by an object</b></li> </ul> |

|               | <ul style="list-style-type: none"> <li>● Pun — a play on words with multiple meanings, usually with a humorous effect; puns depend on the context of the conversation or text.</li> <li>● Resolution — <b>the point in a literary work at which the story’s problem is worked out</b></li> <li>● Rising action — the element of plot structure that develops the conflict through a series of events to build interest and/or suspense and leads up to the climax</li> <li>● Setting — <b>the time and place in which a narrative occurs. Elements of setting may include the physical, psychological, cultural, or historical background against which the story takes place.</b></li> <li>● Simile — <b>a comparison of two things that are essentially different, usually using the words <i>like</i> or <i>as</i></b></li> <li>● Sound devices — a device used by authors to create meaning through sound and help readers develop visual images</li> <li>● Suffix — one or more letters placed after a root or base word that changes the meaning of a word</li> <li>● Text structure — the way or pattern in which an author organizes ideas within a text</li> <li>● Theme — the central or universal idea of a literary work that often relates to morals and/or values and speaks to the human experience/condition</li> <li>● Voice — <b>articulation or expression in coherent form, either verbally or in a piece of writing</b></li> </ul> <p><b>Related Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Annotating</li> <li>● Close reading</li> <li>● Relevant sources</li> </ul> |                                |
|---------------|---|--------------------------------|
| Suggested Day | Instructional Procedures<br>(Engage, Explore, Explain, Extend/Elaborate, Evaluate)  | Materials, Resources,<br>Notes |
| Day 1         | <u>No School</u>  |                                |
| Day 2         | <p><b>Read Aloud (15 minutes)</b><br/> Title of Book: Bud, Not Buddy<br/> Pages: 175-183<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/> Skill: Inferencing</p>  |                                |

Method: Silent Short Film  
Option(s): <https://youtu.be/D0a0aNqTehM>  
Outcome: Students will be able to draw an inference.

### HMH Reading Workshop (30 minutes)

Title of HMH Story of the Week: **Captain Arsenio: Inventions and (Mis)Adventures in Flight**  
[HMH Week at a Glance Link](#)

[Critical Vocabulary Link](#)

#### BEFORE READING

##### Building Background

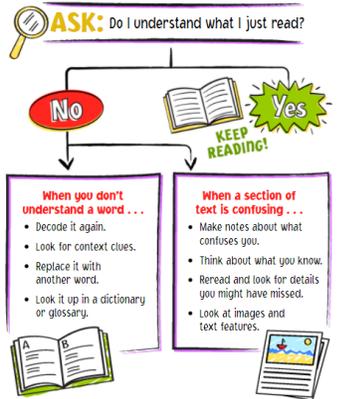
Video: [Flying Failures](#)

ReadWorks: [The Amazing Flying Machine](#)

#### DURING READING

Review the “Monitor & Clarify” anchor chart to help students think as they are reading.

### Monitor and Clarify



1st Pass: Listen to audio or teacher read the text aloud for fluency and basic listening comprehension.

2nd Pass: Engage in guided reading in which the teacher models reading, thinking aloud, and annotating as students follow along. At the midpoint, ask for volunteers to take over the process, if possible.

3rd Pass: Break students into groups of three. Assign each student a number, so they can read in that order. Have students read the text aloud in groups while monitoring for fluency. As groups finish, have them complete the [Reading Graphic Organizer #4: Summarize](#).

#### AFTER READING

As time permits, review the Reading Graphic Organizer #4: Summarize responses with the class, highlighting ideas that were the same across groups.

#### Grammar Instruction & Guided Practice (15 minutes)

Topic: Regular Verbs

Video: Flocabulary: Verbs

<https://www.flocabulary.com/unit/verbs-2/>

PRIDE Time Stations: (40 mins)

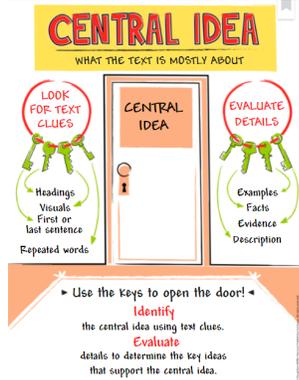
|                     |   |  |
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|                     | <p>Guided Practice: Complete Numbers 1-6 on Grammar 3.31B<br/>         Independent Practice: Complete page 3.31<br/> <a href="https://www.hmhco.com/content/reading/into_reading_t/g5/teacher_epub/hmh_ir5_egtg03_teacher/#cards--5re_gtg_verbs_331/">https://www.hmhco.com/content/reading/into_reading_t/g5/teacher_epub/hmh_ir5_egtg03_teacher/#cards--5re_gtg_verbs_331/</a></p> <p><b>Guided Reading (40 minutes)</b><br/>         --Teacher Table*<br/>         --Grammar Practice (Lone Star "Title Here")<br/>         --Must Do/May Do Board<br/>         --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/>         (1) Lonestar "Title Here"<br/>         (2) Independent Grammar Practice<br/>         (3) Constructed Response<br/> <b>MAY DO</b><br/>         (1) Education Galaxy<br/>         (2) Typetastic<br/>         (3) Journal Writing<br/>         (4) Sight Word Booklet</p> |  |
| <p><b>Day 3</b></p> | <p><b>Read Aloud (15 minutes)</b><br/>         Title of Book: Bud, Not Buddy<br/>         Pages: 184-194<br/>         TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/>         Skill: Inferencing<br/>         Method: Silent Short Film<br/>         Option(s): <a href="https://youtu.be/H46Kil1k-m8">https://youtu.be/H46Kil1k-m8</a><br/>         Outcome: Students will be able to draw an inference.</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/>         Title of HMH Story of the Week: <b>Captain Arsenio: Inventions and (Mis)Adventures in Flight</b><br/> <a href="#">HMH Week at a Glance Link</a></p> <p><b>BEFORE READING</b></p> <p><b>Building Background</b><br/> <b>Video:</b><br/>  <b>How Do Airplanes Work?   Educational Video for Kids by Br.</b></p> <p><i>Ask: What information from the video was in the text from yesterday? What information did we gain from this video that we didn't already know?</i></p>  | <p><b>PRIDE Time Stations: (40 mins)</b></p> |

### **DURING READING**

Reread for Accuracy: Have students independently read the selection to themselves. As they finish, have them complete the CHOOSE A GRAPHIC ORGANIZER.

### **AFTER READING**

Review the term CENTRAL IDEA as a class. Discuss the anchor chart below. Then determine the central idea of the selection. Guide students in developing a constructed response that explains the central idea using the [RACE](#) strategy.



### **Grammar Instruction & Guided Practice (15 minutes)**

Topic: Irregular Verbs

Video:

Guided Practice: Review page 3.32a

Independent Practice: Complete printable page 3.32b

[https://www.hmhco.com/content/reading/into\\_reading\\_t/g5/teacher/epub/hmh\\_ir5\\_egtg03\\_teacher/#cards--5re\\_gtg\\_verbs\\_331/](https://www.hmhco.com/content/reading/into_reading_t/g5/teacher/epub/hmh_ir5_egtg03_teacher/#cards--5re_gtg_verbs_331/)

### **Guided Reading (40 minutes)**

--Teacher Table\*

--Grammar Practice (Lone Star "Title Here")

--Must Do/May Do Board

--Education Galaxy

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

Seat Work Ideas

MUST DO

(1) Lonestar "Title Here"

(2) Independent Grammar Practice

(3) Constructed Response

MAY DO

(1) Education Galaxy

(2) Typetastic

(3) Journal Writing

(4) Sight Word Booklet

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| <p><b>Day 4</b></p> | <p><b>Read Aloud (15 minutes)</b> Title of Book: Bud, Not Buddy<br/> Pages: 195-203<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/> Skill: Nonfiction Connection<br/> Method: CBC Kids News<br/> Option(s): <a href="https://youtu.be/K86Hvdb--m8">https://youtu.be/K86Hvdb--m8</a><br/> Outcome: Nonfiction text structure</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/> Title of HMH Story of the Week: <b>Captain Arsenio: Inventions and (Mis)Adventures in Flight</b><br/> <a href="#">HMH Week at a Glance Link</a></p> <p><a href="#">Selection Quiz Link</a> + Added Questions</p> <p><b>Grammar Instruction &amp; Guided Practice (15 minutes)</b><br/> Topic: Lesson 3.3.3:<br/> Past Tense Forms of Irregular Verbs<br/> Guided Practice: <a href="#">Display and Engage: Grammar 3.3.3a-b</a><br/> Independent Practice: <a href="#">Printable: Grammar 3.3.3</a></p> <p><b>Guided Reading (40 minutes)</b><br/> --Teacher Table*<br/> --Grammar Practice (Lone Star "Title Here")<br/> --Must Do/May Do Board<br/> --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> | <p><b>PRIDE Time Stations: (40 mins)</b></p> |

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| <p><b>Day 5</b></p> | <p><b>Read Aloud (15 minutes)</b><br/> Title of Book: Bud, Not Buddy<br/> Pages:204-213<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/> Skill: Poetry Connection<br/> Method: Video with Lyrics<br/> Option(s): <a href="#">Flocabulary</a><br/> Outcome: Figurative language</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/> Title of HMH Story of the Week: <b>Captain Arsenio: Inventions and (Mis)Adventures in Flight</b><br/> <a href="#">HMH Week at a Glance Link</a><br/><br/> <a href="#">Weekly Assessment Link</a></p> <p><b>Grammar Instruction &amp; Guided Practice (15 minutes)</b><br/> Topic: Review Verb Tenses<br/> Review:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_regularverbs.pdf#page=9">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_regularverbs.pdf#page=9</a><br/> Weekly Assessment:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_regularverbs.pdf#page=5">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_regularverbs.pdf#page=5</a></p> <p><b>Guided Reading (40 minutes)</b><br/> --Teacher Table*<br/> --Grammar Practice (Lone Star "Title Here")<br/> --Must Do/May Do Board<br/> --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> | <p><b>PRIDE Time Stations: (40 mins)</b></p> |

Day 6

## SCIENCE CAMP Harper & Godwin

### Read Aloud (15 minutes)

Title of Book: Bud, Not Buddy

Pages: 214-224

TEKS Focus:

### Spiraling Skill (15 minutes)

Skill: Inferencing

Method: Silent Short Film

Option(s): <https://youtu.be/Cut4wA96IYY>

Outcome: Make an inference

### HMH Reading Workshop (30 minutes)

Title of the Story of the Week: [Rip Van Winkle](#)

Critical Vocabulary Link

### BEFORE READING:

#### Building Background Knowledge:

Video: [Rip Van Winkle #1](#)

### DURING READING:

1st Pass: Listen to audio or teacher read the text aloud for fluency and basic listening comprehension.

2nd Pass: Engage in guided reading in which the teacher models reading, thinking aloud, and annotating as students follow along. At the midpoint, ask for volunteers to take over the process, if possible.

3rd Pass: Break students into groups of three. Assign each student a number, so they can read in that order. Have students read the text aloud in groups while monitoring for fluency.

### AFTER READING:

As time permits, review the Reading Graphic Organizer #4: Summarize responses with the class, highlighting ideas that were the same across groups.

### Grammar Instruction & Guided Practice (15 minutes)

Topic: Punctuation in  
Compound and Complex  
Sentences  
Guided

Practice: [https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_de\\_gr\\_commasemicolons.pdf#page=1](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_commasemicolons.pdf#page=1)

Independent Practice:

PRIDE Time Stations: (40 mins)

[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_pr\\_gr\\_commassemicolons.pdf#page=1](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_commassemicolons.pdf#page=1)

**Guided Reading (40 minutes)**

- Teacher Table\*
- Grammar Practice (Lone Star "Title Here")
- Must Do/May Do Board
- Education Galaxy

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction: What is the main message of the story?*

*Nonfiction: What is the best summary of the story?*

Seat Work Ideas

MUST DO

- (1) Lonestar "Title Here"
- (2) Independent Grammar Practice
- (3) Constructed Response

MAY DO

- (1) Education Galaxy
- (2) Typetastic
- (3) Journal Writing
- (4) Sight Word Booklet

Day 7

## SCIENCE CAMP Harper & Godwin

### Read Aloud (15 minutes)

Title of Book: Bud, Not Buddy

Pages:

TEKS Focus:

### Spiraling Skill (15 minutes)

Skill: Poetry Connection

Method: Tunes Tuesday

Option(s): Lyrics and Music: [Analyze Firework- Katy Perry- Answer Key](#)

Outcome: Rhyming patterns and figurative language

### HMH Reading Workshop (30 minutes)

Title of the Story of the Week: [Rip Van Winkle](#)

**BEFORE READING:** Establish a purpose for the reading

**DURING READING:** Inference, Summary, etc. questions

### AFTER READING

Turn and Talk Activity

### Grammar Instruction & Guided Practice (15 minutes)

Topic: Introductory Elements

Interactive Game/Activity:

[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_de\\_gr\\_commassemicolons.pdf#page=4](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_commassemicolons.pdf#page=4)

Independent Practice:

[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_pr\\_gr\\_commassemicolons.pdf#page=2](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_commassemicolons.pdf#page=2)

### Guided Reading (40 minutes)

--Teacher Table\*

--Grammar Practice (Lone Star "Title Here")

--Must Do/May Do Board

--Education Galaxy

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

Seat Work Ideas

MUST DO

(1) Lonestar "Title Here"

(2) Independent Grammar Practice

(3) Constructed Response

MAY DO

(1) Education Galaxy

(2) Typetastic

(3) Journal Writing

**PRIDE Time Stations:** (40 mins)

|  |                        |  |
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|  | (4) Sight Word Booklet |  |
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Day 8

## SCIENCE CAMP

### Lacy, Lowe & Smith

### Harper & Godwin (return)

#### Read Aloud (15 minutes)

Title of Book: Bud, Not Buddy  
Pages:  
TEKS Focus:

#### Spiraling Skill (15 minutes)

Skill: Inferencing  
Method: Silent Short Film  
Option(s): <https://youtu.be/KnpYKs8TsYY>  
Outcome: Make an inference

#### HMH Reading Workshop (30 minutes)

Title of the Story of the Week: [Rip Van Winkle](#)

#### Grammar Instruction & Guided Practice (15 minutes)

Topic: Commas with Direct  
Address and Tag  
Questions  
Guided Practice:  
[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_de\\_gr\\_commasemicolons.pdf#page=6](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_commasemicolons.pdf#page=6)  
Independent Practice:  
[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_pr\\_gr\\_commasemicolons.pdf#page=3](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_commasemicolons.pdf#page=3)

#### Guided Reading (40 minutes)

--Teacher Table\*  
--Grammar Practice (Lone Star "Title Here")  
--Must Do/May Do Board  
--Education Galaxy

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

Seat Work Ideas

MUST DO

- (1) Lonestar "Title Here"
- (2) Independent Grammar Practice
- (3) Constructed Response

MAY DO

- (1) Education Galaxy
- (2) Typetastic
- (3) Journal Writing
- (4) Sight Word Booklet

PRIDE Time Stations: (40 mins)

Day 9

## Science Camp Lacy, Lowe & Smith

### Read Aloud (15 minutes)

Title of Book: Bud, Not Buddy

Pages: 225-236

TEKS Focus:

### Spiraling Skill (15 minutes)

Skill: Nonfiction Connection

Method: CBC Kids News

Option(s): <https://youtu.be/VnFTsl-6--U>

Outcome: Connections

### HMH Reading Workshop (30 minutes) Legend +Poem

Title of the Story of the Week:

[Rip Van Winkle](#)

### Grammar Instruction & Guided Practice (15 minutes)

Topic: Review Regular and Irregular Verbs

Interactive Game/Activity:

[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_de\\_gr\\_regularverbs.pdf#page=7](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_regularverbs.pdf#page=7)

Independent Practice:

[Printable: Grammar 3.3.3](#)

### Guided Reading (40 minutes)

--Teacher Table\*

--Grammar Practice (Lone Star "Title Here")

--Must Do/May Do Board

--Education Galaxy

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

Seat Work Ideas

MUST DO

(1) Lonestar "Title Here"

(2) Independent Grammar Practice

(3) Constructed Response

MAY DO

(1) Education Galaxy

(2) Typetastic

(3) Journal Writing

(4) Sight Word Booklet

PRIDE Time Stations: (40 mins)

Day 10

## Science Camp

## Lacy, Lowe & Smith

### Read Aloud (15 minutes)

Title of Book: Bud, Not Buddy  
Pages: 237-245  
TEKS Focus:

### Spiraling Skill (15 minutes)

Skill: Poetry Connection  
Method: Analysis of Various Poems  
Option(s): [Poetry Handout](#)  
Outcome: Analysis of Figurative language techniques and authors of craft of various poetry

### HMH Reading Workshop (30 minutes)

Title of the Story of the Week:  
[Rip Van Winkle](#)  
Epic Video: <https://www.getepic.com/app/read/18422> AND  
<https://www.youtube.com/watch?v=Lyw1pnXyn68>

### Activity: Triple Venn Diagram Explanation

#### Triple Venn Worksheet:

<https://www.woojr.com/printable-blank-venn-diagrams/3-circle-venn-diagram-blank/>

### Grammar Instruction & Guided Practice (15 minutes)

Topic: Review Regular and Irregular Verbs  
Review: Show [Display and Engage: Grammar 3.3.4a](#).  
Remind students that a verb is a regular verb if adding -ed or -d  
-shows that the action happened in the past  
-Review that the past tense of an irregular verb cannot be formed by  
adding -ed or -d.  
-Some irregular  
verbs can be changed to past tense by changing a vowel. -Others  
need to be memorized.  
Display the following verb groups: [ride, rode, have ridden](#); [eat, ate, have eaten](#); [say, said, have said](#); [do, did, have done](#)  
Work with students to complete the exercises on [Display and Engage: Grammar 3.3.4b](#)

#### Weekly Assessment:

Have students complete [Printable: Grammar 3.3.4](#) for practice with regular and irregular verbs.

### Guided Reading (40 minutes)

- Teacher Table\*
- Grammar Practice (Lone Star "Title Here")
- Must Do/May Do Board
- Education Galaxy

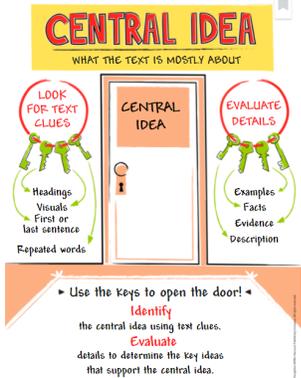
\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

PRIDE Time Stations: (40 mins)

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|  | <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> |  |
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| <p><b>Day 11</b></p> | <p><b>Read Aloud (15 minutes)</b><br/> Title of Book:<br/> Pages:<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/> Skill: Inferencing<br/> Method: Short silent film<br/> Option(s): <a href="https://youtu.be/xMnx_3BC7EM">https://youtu.be/xMnx_3BC7EM</a><br/> Outcome: Make an inference</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/> Title of HMH Story of the Week: <b>The Poem That Will Not End</b><br/> <a href="#">HMH Week at a Glance Link</a><br/> <a href="#">Critical Vocabulary Link</a></p> <p><b><u>BEFORE READING</u></b><br/> Connecting Text to Media: VIDEO <a href="#">Elements of Poetry</a></p> <p><b><u>DURING READING</u></b><br/> Reread for Accuracy: Have students independently read the selection to themselves. As they finish, have them complete the CHOOSE A GRAPHIC ORGANIZER.</p> <p><b><u>AFTER READING</u></b><br/> Review the term CENTRAL IDEA as a class. Discuss the anchor chart below. Then determine the central idea of the selection. Guide students in developing a constructed response that explains the central idea using the <a href="#">RACE</a> strategy.</p>  | <p><b>PRIDE Time Stations: (40 mins)</b></p> |
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**Grammar Instruction & Guided Practice (15 minutes)**

Topic: Identifying Transitions

Video: <https://www.flocabulary.com/unit/transitions/>

Guided

Practice: [https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_de\\_gr\\_transitions.pdf#page=1](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=1)

Independent Practice:

[https://www.hmhco.com/content/reading/into\\_reading/g5/teacher/pdf/5re\\_pr\\_gr\\_transitions.pdf#page=1](https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=1)

**Guided Reading (40 minutes)**

--Teacher Table\*

--Grammar Practice (Lone Star "Title Here")

--Must Do/May Do Board

--Education Galaxy

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

\*@ Teacher Table: Question of the Week for Constructed Response

*Fiction:* What is the main message of the story?

*Nonfiction:* What is the best summary of the story?

Seat Work Ideas

MUST DO

(1) Lonestar "Title Here"

(2) Independent Grammar Practice

(3) Constructed Response

MAY DO

(1) Education Galaxy

(2) Typetastic

(3) Journal Writing

(4) Sight Word Booklet

**Day 12**

**Read Aloud (15 minutes)**

Title of Book:

Pages:

TEKS Focus:

**Spiraling Skill (15 minutes)**

Skill: Poetry Connection

Method: Analysis of Various Poems

Option(s): [Poetry Handout](#)

Outcome: Analysis of Figurative language techniques and authors of craft of various poetry

**HMH Reading Workshop (30 minutes)**

Title of HMH Story of the Week: **The Poem That Will Not End**

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|                      | <p><b><u>BEFORE READING</u></b><br/> <a href="#">Flocabulary Video over poetry</a></p> <p><b><u>DURING READING</u></b><br/> Reread for Accuracy: Have students independently read the selection to themselves. As they finish, have them complete the CHOOSE A GRAPHIC ORGANIZER.</p> <p><b><u>AFTER READING</u></b><br/> Review the term CENTRAL IDEA as a class. Discuss the anchor chart below. Then determine the central idea of the selection.</p> <p><b>Grammar Instruction &amp; Guided Practice (15 minutes)</b><br/> Topic: Purposes of Transitions<br/> Interactive Game/Activity:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=3">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=3</a><br/> Independent Practice:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=2">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=2</a></p> <p><b>Guided Reading (40 minutes)</b><br/> --Teacher Table*<br/> --Grammar Practice (Lone Star "Title Here")<br/> --Must Do/May Do Board<br/> --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> | <p><b>PRIDE Time Stations: (40 mins)</b></p> |
| <p><b>Day 13</b></p> | <p><b>Read Aloud (15 minutes)</b><br/> Title of Book:<br/> Pages:<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b></p>   |  |

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|                      | <p>Skill: Inferencing<br/> Method: Short silent film<br/> Option(s): <a href="https://youtu.be/PnVCiho_SE0">https://youtu.be/PnVCiho_SE0</a><br/> Outcome: Make an inference</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/> Title of HMH Story of the Week: <b>The Poem That Will Not End</b></p> <p><b>Grammar Instruction &amp; Guided Practice (15 minutes)</b><br/> Topic: Transitions in Writing<br/> Guided Practice:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=5">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=5</a><br/> Independent Practice:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=3">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=3</a></p> <p><b>Guided Reading (40 minutes)</b><br/> --Teacher Table*<br/> --Grammar Practice (Lone Star "Title Here")<br/> --Must Do/May Do Board<br/> --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> | <p><b>PRIDE Time Stations: (40 mins)</b></p> |
| <p><b>Day 14</b></p> | <p><b>Read Aloud (15 minutes)</b><br/> Title of Book:<br/> Pages:<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/> Skill: Nonfiction Connection<br/> Method: ReadWorks<br/> Option(s): <a href="#">Deep Sea Detectives</a><br/> Outcome: Students will write down things they have learned and want to remember from an article.</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/> Title of HMH Story of the Week: <b>The Poem That Will Not End</b></p>   | <p><b>PRIDE Time Stations: (40 mins)</b></p> |

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|                      | <p><a href="#">Selection Quiz Link</a></p> <p><b>Grammar Instruction &amp; Guided Practice (15 minutes)</b><br/> Topic: Review Subject and Object Pronouns<br/> Interactive Game/Activity:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_subjobjpronouns.pdf#page=7">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_subjobjpronouns.pdf#page=7</a><br/> Independent Practice:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_subjobjpronouns.pdf#page=4">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_subjobjpronouns.pdf#page=4</a></p> <p><b>Guided Reading (40 minutes)</b><br/> --Teacher Table*<br/> --Grammar Practice (Lone Star "Title Here")<br/> --Must Do/May Do Board<br/> --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> |  |
| <p><b>Day 15</b></p> | <p><b>Read Aloud (15 minutes)</b><br/> Title of Book:<br/> Pages:<br/> TEKS Focus:</p> <p><b>Spiraling Skill (15 minutes)</b><br/> Skill: Poetry Connection<br/> Method: Analysis of Various Poems<br/> Option(s): <a href="#">Poetry Handout</a><br/> Outcome: Analysis of Figurative language techniques and authors of craft of various poetry</p> <p><b>HMH Reading Workshop (30 minutes)</b><br/> Title of HMH Story of the Week: <b>The Poem That Will Not End</b></p> <p><a href="#">Weekly Assessment Link</a></p> <p><b>Grammar Instruction &amp; Guided Practice (15 minutes)</b><br/> Topic: Connect to Writing: Transitions<br/> Review:<br/> <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=10">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_de_gr_transitions.pdf#page=10</a></p>  | <p><b>NEXT WEEK IS<br/> THANKSGIVING BREAK!<br/> November 22-26</b></p> <p><b>PRIDE Time Stations: (40 mins)</b></p> |

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|  | <p>Weekly<br/> Assessment: <a href="https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=5">https://www.hmhco.com/content/reading/into_reading/g5/teacher/pdf/5re_pr_gr_transitions.pdf#page=5</a></p> <p><b>Guided Reading (40 minutes)</b><br/> --Teacher Table*<br/> --Grammar Practice (Lone Star "Title Here")<br/> --Must Do/May Do Board<br/> --Education Galaxy</p> <p>*@ Teacher Table: Question of the Week for Constructed Response<br/> <i>Fiction: What is the main message of the story?</i><br/> <i>Nonfiction: What is the best summary of the story?</i></p> <p>Seat Work Ideas<br/> <b>MUST DO</b><br/> (1) Lonestar "Title Here"<br/> (2) Independent Grammar Practice<br/> (3) Constructed Response<br/> <b>MAY DO</b><br/> (1) Education Galaxy<br/> (2) Typetastic<br/> (3) Journal Writing<br/> (4) Sight Word Booklet</p> |  |
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| <b>Accommodations for Special Populations</b> | <b>Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.</b> |
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