

RUSH-HENRIETTA APPR LESSON PLAN FORM

Grade 5 ELA/SS

1. Class Data –

Variety of interests, learning styles and readiness.

Language needs of students- Faris & Alex are non native speakers. Faris relies heavily on the use of his iPod along with teacher reinforcement and pre-teaching. In addition, he currently reads at a level J, although he is able to comprehend at a level Q. Alex also utilizes pre-teaching and support from Joanne White and his interpreter, Brenda Brown. Alex uses picture clues and is working hard at building comprehension strategies.

11 of my 17 students receive intervention services which vary from the tier 3 interventions noted on their AIS plans to tier 1 interventions which typically include monitoring and additional reading groups.

I have a small group of students who consistently exceed expectations (please see my level V group) and consistently need challenge and enrichment.

My class has many diverse interests, however they are very athletic and nearly all the students play sports outside of school. In addition, I have found this class to have very supportive homes, as I have met 15 of my 18 student's families when they have come to school for various events. In addition, they have been very receptive and responsive to my weekly emails and updates.

2. Common Core Standards Applicable

I can summarize a literary text. (RL.5.2)

I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)

I can determine the main idea(s) of an informational text based on key details. (RI.5.5)

I can summarize an informational text. (RI.5.5)

3. Lesson Objectives (Students will...) –

define historical fiction.

describe the geographical setting of *Esperanza Rising*.
describe the historical setting of *Esperanza Rising*.

4. Prior/Subsequent Learning Connections –

Students have been exposed to a brief Power Point/ Photos about Mexico.
We have also begun learning about Human Rights

5. Lesson Activities (As Applicable)

Engaging the Reader: Read-Aloud of Pages 1–3 of *Esperanza Rising* (10 minutes)

- Share the learning target: “I can describe the geographical setting of *Esperanza Rising*.” Make sure that students understand the words geographical and setting. Ask students to share what they know about Mexico. List their responses on chart paper or a whiteboard as a list. Tell students that today they will begin to read a new novel titled *Esperanza Rising*.
- Explain to students that this novel is historical fiction. Ask students to try to define these terms. Coach as needed, explaining that the story is based on real events, settings, and some real people, but also includes many imagined events and characters.
- Distribute student’s texts: *Esperanza Rising*. Ask students to examine the image on the cover. Ask students to Think-Pair-Share: “What do you notice?” “What do you wonder?”
- Focus students on the image of the land at the bottom of the cover. Tell them that today, they will begin to get a feel for the setting: the place and time where the events in this novel occur.
- Read aloud pages 1 to 3, as students follow along in their own copy. Ask students to turn and talk with a partner: What is this short chapter mostly about?

C. Group Work –

Visualizing the Geographical Setting (15 minutes)

- Ask students to reread the first paragraph on page 1 silently, trying to picture in their minds what it is like where *Esperanza* lives.

- Ask: “What is it like where Esperanza lives?” Invite students to think, then talk with a partner.
- Probe with a series of text-dependent questions:
 - * What is a vineyard?
 - * What are gentle slopes?
 - * What might Papa mean when he says, “Our land is alive”?
- Direct students’ attention to the title of Chapter 1: “Aguascalientes, Mexico, 1924.” Ask students if anyone knows what “Aguascalientes” is. Listen for students to infer that it is a town or region in Mexico. Explain as needed: this is where Esperanza lives. Ask students if anyone knows what “Aguascalientes” means. See if they can infer, based on the word roots agua (water) and caliente (hot). Point out to students that there will be many Spanish words and phrases in this book; they should use their understanding of context clues to try to figure out what these words mean.
- Orient students to the wall map: where is Mexico relative to New York?

Jigsaw Protocol (30 minutes)

- Tell students that in order to understand the setting—both the geographical place and historical time period—of the novel, they will spend a little time today building background knowledge about Mexico.
- To do this, they will be using a simple Jigsaw protocol. This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text. Students don’t always have to read every page or section of a reading. The Jigsaw structure lets students divide up the text, become an expert in one section, and hear oral summaries of the others and still gain an understanding of the material.

- Tell students that they are not expected to understand everything about their excerpt. The goal is to begin to build basic background knowledge about Mexico. They will keep learning more throughout this unit.

- For Part 1 of the Jigsaw, give students 15-20 minutes to read their section with their small group (based on guided reading levels). Have students look for key points and new information as they read their section and record it on their graphic organizer.

- Divide students into groups

- Excerpts about Mexico from texts in Social Studies Companion Kit

The Land from Reading A to Z

Level V-[Grace, Noah, Rebekah, Dylan, Ashley]

Level U-[Robbie, Hannah, Bobby, Nick, Maisy]

Level T-[Sam, Paylah, Amber, Anthony, Jahiem]

Level R [Alex, Kendall, Faris]

- For Part 2 of the Jigsaw (when students are done reading on their own), give them 15 minutes to meet with a second group (heterogeneous- one member from each reading group who will share about their topic). Each member in turn shares the important points and summary from the text she/he read. As each group member shares, the other students in the group take notes.

Groups

Grace, Bobby, Jahiem, Alex

Noah, Nick, Amber, Kendall, Maisy

Rebekah, Robbie, Sam, Faris, Anthony

Dylan, Ashley, Hannah, Paylah

D. Closure –

Groups share out 1 – 2 facts they learned for a class chart. Students place their “new learning” on a sticky note and place it on the class chart.

- Wall map that shows Mexico, California, and New York

Excerpts about Mexico from texts in Social Studies Companion Kit

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- Graphic Organizer

- Sticky Notes

7. Assessments (As Applicable)

It says...I say for independent/ homework. Students will reread the pages 1-3 and will list connections to the lesson & information about Mexico

8. Possible Adjustments to Lesson –

For students needing additional supports, consider providing a partially filled-in Jigsaw note-catcher.

- Consider providing smaller chunks of text (sometimes just a few sentences) for students who need additional support. Teachers can check in on students' thinking as they write or speak about their text.
- For students needing additional supports, check in to assure they have some key points to share in the summary.