

<b>Grade:</b> 5th		<b>Subject:</b> ELA	
<b>Materials:</b> The Sign of the Beaver by Elizabeth George Speare		<b>Technology Needed:</b> Laptops	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• <b>Guided practice</b></li> <li>• Socratic Seminar</li> <li>• Learning Centers</li> <li>• Lecture</li> <li>• <b>Technology integration</b></li> <li>• Other (list)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer teaching/collaboration/</li> <li>• e learning</li> <li>• Visuals/Graphic organizers</li> <li>• PBL</li> <li>• Discussion/Debate</li> <li>• Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>• Large group activity</li> <li>• <b>Independent activity</b></li> <li>• <b>Pairing/collaboration</b></li> <li>• Simulations/Scenarios</li> <li>• Other (list)</li> </ul>	
		<ul style="list-style-type: none"> <li>• Hands-on</li> <li>• <b>Technology integration</b></li> <li>• Imitation/Repeat/Mimic</li> </ul> <p>Explain:</p>	
<b>Standard(s)</b> English: 5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described. 5.RF.3a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 5.W.9a - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").  Social Studies 5.2.6 - Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U. S.)		<b>Differentiation</b> <b>Below Proficiency:</b> Students below proficiency are going to have trouble finding the author's point of view, or have trouble creating a statement about the author's point of view. <b>Above Proficiency:</b> Students that are above proficiency will be able to help students with identifying the author's point of view. <b>Approaching/Emerging Proficiency:</b> Students that are approaching proficiency will be able to identify the author's point of view, but may need assistance on creating a statement on the author's point of view. <b>Modalities/Learning Preferences:</b>  Visual Auditory Hands on	

<p>5.2.9 - Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade) influenced colonial events</p> <p>5.5.1 - Explain the impact of climate, geography, and available resources on the daily lives of Native Americans (e.g., dwellings, clothes, food and crops, technology, tools, cultural traditions)</p> <p>5.6.1 - Identify examples of conflict (e.g., slavery, war, gender roles) and cooperation (e.g., settlements) that occurred among cultures (e.g., gender, ethnic groups, religious groups, immigrant groups, socio-economic status)</p>	
<p><b>Objective(s)</b> By the end of the lesson, students will be able to identify and articulate the author's point of view.</p> <p>Students will be able to answer questions from their packets by pulling information directly from the text and answering using a complete sentence.</p> <p>Students will understand how much Native Americans helped new settlers in the 1700's.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b></p>	
<p><b>Classroom Management-</b> (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> <li>• Students will be able to move during the recording portion</li> <li>•</li> </ul>	<p><b>Behavior Expectations-</b> (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Reading Guidelines: <b>1.</b></p>
<p><b>Minutes</b></p>	<p><b>Procedures</b></p>
	<p><b>Set-up/Prep:</b></p>
	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>• Release students to get computers <ul style="list-style-type: none"> <li>○ Enter the URL for Recap</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ General location of the keys they will need to reach the web address <ul style="list-style-type: none"> <li>▪ Locations of the letter keys needed to reach the website.</li> </ul> </li> <li>▪ Step by step directions written clearly on the board. <ul style="list-style-type: none"> <li>▪ Also going through the process with them on the smart board.</li> </ul> </li> <li>○ Enter class code <ul style="list-style-type: none"> <li>▪ Class code is case sensitive</li> </ul> </li> <li>○ Enter name <ul style="list-style-type: none"> <li>▪ First name last initial</li> <li>▪ Any name other than one following the above guidelines will not be counted</li> </ul> </li> </ul>
	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>• Briefly revisit author’s point of view <ul style="list-style-type: none"> <li>○ What is it</li> <li>○ Why is it important</li> <li>○ Why do we need to know about the author’s point of view</li> </ul> </li> <li>• Discuss what we will be doing with “The Sign of the Beaver” <ul style="list-style-type: none"> <li>○ 2 Packet questions</li> <li>○ Any vocab we encounter</li> <li>○ Look for the author’s point of view</li> </ul> </li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Students follow along with me in the book as I read <ul style="list-style-type: none"> <li>○ Stop the reading for points of clarification, or valuable discussion points</li> </ul> </li> <li>• Walk through one of the questions with students, providing an example of how to answer the question using a complete sentence <ul style="list-style-type: none"> <li>○ Students then answer two questions of their choice <ul style="list-style-type: none"> <li>▪ After finishing, I will ask some students for their answers to questions for both the class and helping them with any issues they have</li> </ul> </li> </ul> </li> <li>• After the questions, students will open recap and answer the questions “From whose point of view is the author writing” <ul style="list-style-type: none"> <li>○ Students will use an audio/video recording</li> <li>○ Students will be graded on participation and knowing what point of view (2pts.)</li> </ul> </li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Students will be given 10 minutes at the end of class to record their videos for identifying the author’s point of view <ul style="list-style-type: none"> <li>○ Once finished, students will leave laptops on the back table for the next class</li> <li>○ Student of the day will then line the class up in preparation for dismissal</li> </ul> </li> </ul>

**Formative Assessment: (linked to objectives, during learning)**

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
  - Students ability to answer the questions for their reading
  - Students ability to answer what the author's point of view is, and why it is important

**Summative Assessment (linked back to objectives, END of learning)**

Students videos on recap will show they can identify the author's point of view in the story

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

In this practicum I had the opportunity of teaching each lesson back to back classes due to the grade level being departmentalized. I went into my first class thinking that the students were much more comfortable with technology than they really were, which greatly affected the amount of time that we had towards the end of class. I immediately dedicated more time to explain the process of getting to Recap (yellow) for the lesson with the second class. This was and still is by far my favorite summative assessment (green) that I've done. Students had to articulate their understanding of authors point of view and why that was the case.