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Lesson Plan Set #2

ELD 308

11-5-13

**Interactive Read Aloud**

I do not have an interactive read aloud for this lesson. The reason for this is because when I did this lesson in class my teacher suggested that the students take home the article and read it for homework because it is very long.

**Reading Mini Lesson**

**Grade:** 5th

**Standard:**  CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information.

**Objective:** Students will use text to find and label transitional words to show the cause and effect of technology on the Ibatan religion and culture.

**Materials:**

* *A Plunge into the Present* edited and adapted from a report by Ron Suskind
* Projector
* Highlighter
* Cause and effect chart (attached)
* List of transitional words (attached)

**Procedure:**

1. **Lesson Introduction/objective and purpose-**
	* "Hello Readers! Last night for homework you all read day two of the story of the Ibatan called *A Plunge into the Present* edited and adapted from a report by Ron Suskind. Can anyone give me a quick summary about what happened?" Wait for responses (A man named Rundell came to the island and he imposed technology into their society which had a big effect on religion and culture).
	* “Today readers, we are going to go through the article again, taking a closer look at it. Specifically, we are going to take a look at transitional words or phrases that are found in the article. Transitional words or phrases are words or phrases that help writing flow better. They are used at the beginning of sentences and they help a story move forward and show the sequence of events. Can anyone tell me a few examples of words or phrases that could be transitional? (call on three students).
	* "Very good!"
	* "Here is a list of even more transitional words or phrases (pass out this list). Transitional words are words that help link ideas in a piece of writing. We are going to see how transitional words link causes and effects to each other in this article."

**2. Teach and Model -**

* "When authors write, they use transitional words or phrases to help guide a reader while reading. Using the list that I have passed out, we are going to go through the article to find these transitional words or phrases. Then, we are going to connect these transitional words or phrases to different causes and effects within the article."
* Pull up the article on the projector.
* "Watch and listen to me as I read and highlight transitional words and connect them to cause and effects. Specifically, we are going to be connecting the cause and effects of the addition of technology into the Ibatan culture and religion."
* "In the first paragraph I already see a transitional word! 'Then'."
* Highlight the word 'then' on the computer.
* "In this example Rundell came to translate the Bible and THEN give copies to all members of the society."
* Have the cause and effect chart and show your thinking on the chart (the same one that will be passed out to your students).
* "Now I will add this to my chart. This has to do with technology having an effect on religion. We are adding technology (anything that helps someone), a Bible, and then everyone will have copies of a Bible which will teach a new religion. The cause is translating a bible and handing it out, the effect is teaching the society about a new religion. The transitional word that helped link the two events and show their sequence was the word ‘then’."

**3. Guided Practice**

* "Okay readers, now you will help me find another transitional word/phrase in the article. Together, we will find the causes and effects with the help of these transitional words or phrases. While I am passing out this chart take out a highlighter and your article."
* Pass out the cause and effect chart.
* Take a look at the next paragraph. Can someone tell me a transitional word that is used here?"
* The only one is 'then'.
* "Okay great, let's all highlight this! So 'then' he tried to learn the language. Does this have to do with culture or religion? (culture). Okay, let's write this in to the cause section under culture. Then what happened?" (The Ibatan would roll on the ground in hysterics). I guess he was pretty bad at it! Okay, wonderful! Where does this go?” (effect section).
* “Once again the word ‘then’ was used to link these two events. I promise there are more transitional words used in this article than just ‘then’!”

**4.  Independent Practice-**

* "Okay great job readers, I think we have a good understanding of transitional words and how they connect causes and effects. Go ahead and keep doing what we have already started. Go through the article and when you come across a transitional word or phrase, highlight it. Use these transitional words or phrases to figure out what events they link to, how they are showing the sequence of events, and the causes and effects. Make sure to identify if they show a effect of the addition of technology on religion or culture. Make sure to add that into the chart."

**5. Closure -**

* “Readers, you have about two more minutes so please start wrapping up your last few thoughts."
* When the two minutes are up turn the lights on and off so students know to stop working. Have the students turn and talk to a partner about the different transitional words they have found and how they relate to causes and effects.
* Ask for examples of transitional word/phrases they found (3 students) have the students add the words to the chart and explain the causes and effects related to the transitional words.
* "Wonderful job today readers! We have found so many examples of transitional words used in this article. We all see how using transitional words makes writing flow more smoothly and relate ideas like cause and effect together. Tomorrow, we will work on adding transitional words to an existing piece of narrative writing!"

**7. Assessment- How will you know the lesson has been successful? -**

* If the students were able to successfully identify transitional words/phrases in the article as well as label the transitional words/phrases and how they relate to cause and effects, then I will know that my lesson was successful.

**8. Differentiation –**

* I have modified the article slightly because the original version used some complex language and may have been too difficult for my students who are classified. The article looks pretty much the same; it is just shortened and simplified. This one will be given to my students with special needs.
* During Independent Practice the small group of students with special needs will be pulled to the rug to work with a teacher for extra support.

**Writing Mini Lesson**

**Grade:** 5

**Standard:** CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**Objective:**Students will add transitional words and/or phrases to an existing piece of narrative writing.

**Materials:**

* *A Plunge into the Present* by edited and adapted from a report by Ron Suskind
* Projector
* Pencils
* Writers notebooks

**Lesson Sequence:**

**1. Lesson Introduction/Objective and purpose -**

* “Boys and girls, remember when you read the article about the Ibatans, *A Plunge to the Present*? Then remember how we talked about a way that makes our writing flow more smoothly to show cause and effects? What was that called?” (transitional words/phrases).
* “Yes! A story can be very difficult to follow if transnational words are not used. Can I have three examples of different transitional words that we can use?" (get 3 examples from students).
* "Great! Today we are going to add to our own stories using transitional words and phrases to make our story flow more easily. Our goals are to have readers have a nice, smooth piece of writing to read, we want them to understand the sequence of events and see how one event lead to another, just like a cause and effect."

**2.Teach and Model -**

* "Writers, a piece of writing can be confusing when there are no transitional words in it."
* "I am going to show you what a difference adding transitional words/phrases makes."
* "Let's take a look at this paragraph (project this on the screen):
	+ I came to school early to prepare for my lessons for the day. I heard the secretary on the loudspeaker calling all teachers into the library for a meeting at 7:30. The principal came into my room. She asked me to write a letter to parents about the holiday party. She asked me to also give her a list of students that wanted to be in the upcoming play. I looked at my watch it was already 7:28. I had to run!
* "Wow, that paragraph does not flow well at all! Let me see what I can do…:
	+ How does this sound: “Yesterday, I came to school early to prepare for my lessons for the day. As soon as I got there, I heard the secretary on the loud speaker calling all teachers into the library for a meeting at 7:30. Soon after, the principal came into my room. First, she asked me to write a letter to parents about the holiday party. Then, she asked me to also give her a list of students that wanted to be in the upcoming play. WhenI looked at my watch it was already 7:28. I had to run!
	+ "There! Much better, now the paragraph flows much better and shows the sequence of events in a smoother way."

**3. Guided Practice –**

* "Now writers, why don’t you all give this a try? I will put up a paragraph on the projector and I want you now to add transitional words/phrases to it. Make it so we can follow all the different events, causes, and effects in a piece of writing. Try to add as many transitional phrases you would need to follow the story."
	+ Put this paragraph on the projector: \_\_\_\_\_\_\_\_\_\_\_\_I went walking. \_\_\_\_\_\_\_\_\_\_\_\_ I don't like to take walks. \_\_\_\_\_\_\_\_\_\_\_\_Today the sun was shining and it was warm outside. \_\_\_\_\_\_\_\_\_\_\_\_I left, I needed to get ready. \_\_\_\_\_\_\_\_\_\_\_\_ I got out of bed. \_\_\_\_\_\_\_\_\_\_\_\_I went downstairs to eat breakfast. I brushed my teeth and I got dressed. \_\_\_\_\_\_\_\_\_\_\_\_ I was ready to go. I left my house and headed down the driveway. The birds were chirping so nicely I did not even need my iPod to listen to music! \_\_\_\_\_\_\_\_\_\_\_\_ I finished my walk, I came to my house and opened the door. My walk made me so tired but I still had to go to work. \_\_\_\_\_\_\_\_\_\_\_\_ I needed to take a shower before leaving so I did and I got dressed. \_\_\_\_\_\_\_\_\_\_\_\_I got in my car and headed to work.
		- * These will be the transition words that we can use to fill in the paragraph:
				+ First
				+ Yesterday
				+ Next
				+ For the most part
				+ However
				+ However
				+ Before
				+ Then
				+ After
				+ Finally
				+ Finally
* Get student responses and type them into the paragraph underlined so they can see the difference.
	+ Yesterday I went walking. For the most part, I don't like to talk walks. However, today the sun was shining and it was warm outside. Before I left, I needed to get ready. First, I got out of bed. Then, I went downstairs to eat breakfast. Next, I brushed my teeth and I got dressed. Finally, I was ready to go. I left my house and headed down the driveway. The birds were chirping so nicely I did not even need my iPod to listen to music! After I finished my walk, I came to my house and opened the door. My walk made me so tired but I still had to go to work. However, I needed to take a shower before leaving so I did and I got dressed. Finally, I got in my car and headed to work.
* “Wow! So much better, nice job writers! See, the paragraph flows a lot better and it add variety to your sentences. Before, almost all of the sentences started with I, I, I."

 **4.  Independent Practice  -**

* "Now writers, look through your last piece of writing that you wrote last week and you are going to pick four or five sentences that could use a transitional word or phrase added to it. Remember, does EVERY sentence need to have transitional words in it? NO! Just as not adding transitional words can make a story confusing so can adding too many…I know I would get lost sometimes! Even in our practice for this paragraph we do not have transitional words added to it, they are needed mostly to connect cause and effect and show the sequence of events. So writers, take out your writing notebooks. I want you to find your piece of narrative writing you worked on last week and pick at least four or five sentences you want to work adding transitional words to. Remember, today and every day I want you to use transitional words and phrase in your writing to show sequence of effects, connect causes and effects, and make your writing smoother!"

**5. Closure -**

* Right before time is up say: “Writers, writing workshop is coming to an end for the day. Take a minute and finish your thought."
* "As I was walking around I saw my wonderful writers adding great transitional words and phrases into their sentences!"
* Name a few examples that you noticed.
* "While everyone is finishing up please turn and talk to a partner and share one sentence that you were able to add a transitional word or phrase to."
* "I heard some great examples being shared; can two students share their sentence with the class?"
* "Thank you writers, great job today!"

**7. How will you know the lesson has been successful? -**

* I will be able to determine if the lesson was successful through the student's discussion as well as their sentences that were written where transitional words or phrases were added in to an existing piece.

**8. Differentiation -**

* I said that the students should change at least four or five sentences but they will be encouraged to do more as needed.

