



MINISTRY of EDUCATION
YOUTH & INFORMATION

Subject: Language Arts

Date: Term 1

Grade: 5

Unit 1 Theme: Simple and Complex Machine

Focus Strand: Writing

Topic: Evidence-Based Response

Focus Question 1: How can I use what I read to respond to people and things around me?

Duration: 1 hour

Attainment Target:

Write to narrate, **persuade** and for a range of transactional purposes.

Specific Objective: At the end of the lesson students should be able to provide ideas for a ‘Two-word Justification’ reading response to a familiar text.

Skills: Making claims about characters, citing evidence to support claims

Prior Learning: in previous read aloud lessons, students have **become familiar with the book character Anancy**.

Materials: Anancy and Cow Dr. Bird Series, Exemplar chart 2-Word Justification Response. And Newsprint/chart paper and marker to create anchor chart.

Engage:

- Brainstorm list of favourite movie characters from students.
- Engage students in partner talk to discuss single words that describe their characters’ personality
- Have students share descriptive words with class.

Engage- Orientation Activity:

Teacher will state the objectives of the lesson: “Today we will use the same strategy of describing a character using two words to write a response to a story we’ve already read. This is called a ‘*Two –Word Justification Response*.’”

Explore- Information Activity:

In pairs, students will examine an example of a *Two-Word Justification Response* to note features of this type of writing.

Students and teacher will together create whole class *success criteria anchor chart* to highlight features identified.

Teacher Modeling: Have the class agree on two words they’d like to use to describe Anancy in the story Anancy and Cow (e.g. selfish funny).

Using think alouds, teacher will model how to use the *success criteria anchor chart* to write the first paragraph of the ‘Two- Word Justification Response.’



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Shared Writing:

Together with students, prompt students to develop a topic sentence for the second paragraph and allow them to talk to partners. Ask one partner to share their sentence. Add the topic sentence to the model being created. Prompt student pairs to develop supporting details to justify that word using evidence from the story. Have several pairs share their evidence with the class, prompting and extending where needed. Teacher scribes students' ideas on chart paper to complete the paragraph.

Evaluation:

Read the completed text as a whole class and assess against the success criteria anchor chart. Pupils talk to a partner and assess the collaborative text by stating 2 strong points and 1 wish for improvement.

Explain

Explain how the success criteria chart and the use of the exemplar text can help them to write a good 2 Word Justification Response.

Elaborate/Extend-Application Activity: Students will do the following in their journals:

- Use the success criteria chart, the writing exemplars as well as the suggestions for improvements made by their peers to write a Two Word Justification Response for a character of their choice.
- Challenge: Attempt including an introduction and a conclusion.

Success Criteria

Must Haves For A Fantastic 2 Word Justification Reading Response

- ✓ Title of the book
- ✓ Name of the author
- ✓ 2 words that describe a character in the book
- ✓ Explanation of the words (details, body)
- ✓ Evidence from the text
- ✓ Connecting / transitional phrase that link the two paragraphs
- ✓ Evidence-based connectives



2 Word Justification Reading Response

Title → Cat Woman and the Spinning Wheel

Diane Browne ← **author**

Word 1
kind

Word 2
sneaky

Explanation + evidence-word 1
Indent → One word to describe the Cat Woman is kind. This is because she offered a stranger shelter in her house and fed him. For example, she told him he could rest for a little. Also she made him dinner.

Transitional Phrase
On the other hand, another word that could be used to describe the Cat Woman is sneaky. This is because she always waits until the man falls asleep and sneaks out during the night then she would return before morning.



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Focus Strand: Comprehension

Topic: Non Fiction Text Structure

Focus Question 1: How can I use what I read to respond to people and things around me?

Duration: 1 hour

Attainment Target:

Read for meaning, fluency and enjoyment of texts, using a variety of clues to gain information and identify ideas and events.

Objective: Develop an understanding of text organization and structure to assist in comprehension.

Skills: Identifying text structures and shift in text structures, evaluating author's choice of text structure.

Engage

Introduce the concept of various text structures; be explicit about what they are and why authors might use them. Teacher will explain that authors make choices about the way they organize information in order to make information easier for readers to understand. Teacher will display the first two columns of the chart below. Review the text structures and the reasons why an author might use the

Text Structure	Why It May Be Used	Examples
Sequence	To explain events in the order they occurred or to explain the steps in a process.	A book explaining how the light bulb works. An instruction manual describing how to build a model airplane.
Cause and Effect	To explain events (causes) that result in other things happening (effects)	An article on the effects of an earthquake. A blog about the effects of not getting enough sleep.
Compare and Contrast	To explain what is similar or different between or among people, places, things, or ideas.	A textbook chapter about sea creatures A Web site comparing baseball teams.



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Through discussion, guide students in completing the last column of the chart (sample answers are shown).

Encourage them to consider the reading they do in and out of school, and ask questions such as these:

- What might you read that breaks information into steps?
- In what subject do you usually think about what causes things to happen?
- Where might you read descriptions of how things are alike and different?

Add students' responses to the chart, and reflect on an author's choice of one structure over another. Point out, for example, that science often uses cause and effect to explain how nature works. Explain lesson objective.

Explore:

Assign varied text structures from the same selection to small groups, one per group (Teacher may distribute copies of texts or locate passages in students' text books). Have students work together to identify and analyze their text structure. Provide prompts to guide their thinking, and have them take notes.

Prompts/ Guiding Questions

- Does this text tell about things in order, events that resulted in other events, or what is similar and different between things?
- What clues alerted you to your text structure?
- How did the author's choice of this text structure make it easier for you to understand the information?
- How might the information have been different if the author chose a different text structure here?
- If you were the author, would you have selected the same pattern of organization? Explain.

Explain and Evaluate:

Have students use their notes to present their text structure to the class. With each presentation, identify the shift in text structure, including where it takes place, and why.

Elaborate/ Extend:

As an extended activity, provide several writing prompts that lend themselves to different patterns of organization. Have students choose one prompt and develop two to three paragraphs about it. Each should reflect a different text structure.

Sample Prompts

- The opening day of baseball is always interesting.
- The lunch room is a busy place.
- Everyone has one day that stands out.
- Have students share their writing and compare text structures.



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Unit 1-Theme: Simple and Complex Machine

Focus Strand: Word Recognition

Topic: Decoding Big Words Strategy

Focus Question 1: How can I use what I read to respond to people and things around me?

Duration: 1 hour

Attainment Target:

Use a range of word recognition clues to identify new words.

Specific Objectives:

At the end of the lesson students should be able to apply appropriate word structure clues such as prefixes, suffixes and inflectional endings to decipher unknown words.

Skill: decoding through structural analysis

Prior Learning: students can decode mono-syllabic words.

Materials: List of multisyllabic words related to the unit theme, Flash Cards, Decoding Big Words Strategy Chart.

Engage-: Assess pupils' rapid recognition of words by playing flash cards

Engage- Orientation Activity: explain lesson objective

Teacher Modeling: Walk pupils through the steps in decoding big words (see chart below)

STEP 1	Look for word parts (prefixes) at the beginning of the word.
STEP 2	Look for word parts (suffixes) at the end of the word.
STEP 3	In the base word, look for chunks you know. Cover up part of the word so you can call the chunks.
STEP 4	Sound out and blend together the word parts.
STEP 5	Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: " Is this a word I have heard before? " Then read the word in the sentence and ask: " Does it make sense in this sentence? "

Explore: Have students work with partners using the Decoding Big Words Strategy to decode four new words.



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Explain and Evaluate: Pupils will explain how the strategy helped them and how they plan to use it in the future.

Elaborate/ Extend-Application Activity:

Speed Drills- Pupils will underline the prefixes on the drill.

Challenge pupils to read the words with a partner as quickly and accurately as possible.

Students practice reading the words on the drill during independent time and homework to improve their speed.

Directives for Speed Drill:

1. Underline the prefix in each word
2. Pronounce each word with a partner or your teacher
3. Practice reading the words on your own.
4. When you think you are ready, have a partner time you reading the words for one minute. Keep practicing to improve your speed.

Example:

unable	reappear	impossible	uncomfortable	irreparable
indestructible	reboot	improper	irresponsible	irregular
impossible	irreparable	uncomfortable	unable	reappear
indestructible	reboot	irregular	improper	irresponsible



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Unit 1-Theme: Simple and Complex Machine

Focus Strand: Listening and Speaking and Writing

Topic: Sentence Fluency Using Transitional words

Focus Question 1: How can I use what I read to respond to people and things around me?

Duration: 1 hour

Attainment Target: Use and adapt a range of sentence structures according to context, distinguishing between SJE and JC

Objective: Use appropriate transitional words in oral and written communication.

Skills: connecting ideas in oral and written sentences.

Prior Learning: *Children have been learning about simple machines in Science lessons.*

Engage: Issue transitional phrases to pupils. Start a conversation comparing two simple machines Example: *The lever and pulley are alike and different in many ways.* Explain to pupils that they can join the conversation by using the transitional phrase on their card to add new ideas to what have already been said. Demonstrate examples. Explain lesson's objective.

Explore: In groups pupils examine pieces of writing and note the authors use of transitional words and phrases. Pupils inquire into how these phrases are being used and what effect they have on the writing.

Explain: Pupils report their discovery on the author's use of transitional phrases and tell how they could use transitional phrases in their own writing.

Teacher create an anchor chart to record the pupils 'noticings'.

Elaborate: Pupils have a go at writing a paragraph to compare two simple machines using transitional words and phrases as needed to connect their ideas and make the writing fluent. Students share their paragraphs orally to the class.

Evaluate:

Class listens for the transitional words/phrases used and give feedback: 2 likes and one wish for improvement.