

Teacher Name: Tammy Saddler

Intermediate Writing/ ELA Lesson  
Plans

Week of: August 16-20

Unit 1: Narrative Writing/ The Six Traits of Narrative Writing: ELA Simple Solutions

MONDAY

Writing Standards:  
L.5.1, L.5.2, L.5.5

Learning Target:  
Begin teaching:  
6 Traits of Writing  
Word Choice;  
Conventions;  
Sentence Fluency;  
Ideas;  
Organization; Voice

Guiding  
Questions:

[http://5thgradezi  
ones.weebly.com/  
uploads/4/1/9/2  
/41927353/bloo  
ms\\_taxonomy que  
stions.pdf](http://5thgradezi<br/>ones.weebly.com/<br/>uploads/4/1/9/2<br/>/41927353/bloo<br/>ms_taxonomy_que<br/>stions.pdf)

Vocabulary:  
identify  
initiative  
visualization  
narrative  
specific  
accurate

Vocabulary power verb " identify"

initiative, narrative, visualization, conventions, dialogue, acronyms,

ELA : noun, proper noun, verb, adjective, adverb, commas

ELA Bell Ringer: Simple Solutions Lesson #1

Writing: Word Choice: Using Specific and Accurate Words in Narrative writing

Shared Reading: <https://youtu.be/HqHUGkEtlx4>

Behaviors and Understandings:

Connection:

Writers use specific and accurate words (nouns, adjectives, adverbs, etc.) to make the writing clear.

Writers select words to bring the topic to life

Every time we write be sure to select precise,specific, and accurate words to help your readers create clear images in their minds

Mid-connection:

Remember writers when you are writing think the words you choose that deliver the images you want your reader to see.

**Text Title:** The Scarlet Stockings Spy by Trinka Hakes Noble

**I DO:**

Listen to The Scarlet Stockings Spy

Before listening to the book read aloud the passage below about Maddy Rose's description

-Students listen for specific and accurate words

-Have students listen for which words make their visualization clear?

-Which ones describe so well that they could "identify" Maddy Rose?

" she was a Patriot rebel from head to toe in her homespun petticoats, her linsey wooley dress, and Muslim apron, her hand me down shoes, and woven straw hat"

*lookup*

*Kids.Wordsmyth; fact monster; Little Explorers Picture Dictionary;*

*Enchanted learning.com*

- petticoat
- apron
- linsey wooley
- Muslim apron

<https://youtu.be/HqHUGkEtlx4>

**WE DO:**

- **Preplanned Questions:**

Which words make their visualization clear?

Which ones describe so well that they could “identify” Maddy Rose?

**YOU DO:**

Listen to the passage aloud again

-Draw Maddy Rose

-Listen paying close attention to specific adjectives(describing words) and other words that show details

Listening to link page by page:

<https://youtu.be/HqHUGkEtlx4>

Have students work in their groups to listen for other passages with specific and accurate words and draw the images the words create in their minds

**Evaluate/Assess :**

Let's do a quick share.

Read the passage and show the illustration you drew.

Good job today writers drawing the images from specific and accurate words in the passages we read from the text today.

Be sure to use specific and accurate words in your own writing!

**Guided Reading Groups**

**TUESDAY**

**Vocabulary:**

## ELA Simple Solutions Lesson #2

### Writing: Conventions: Using Capitalization Correctly

#### Shared Reading:

**10 Accidental Inventions You Won't Believe** by Marianne English

Corn flakes, dynamite, the microwave oven, penicillin, and Velcro are among the most common ones. skip #1 and #5

<https://dailyarticles4all.blogspot.com/2012/05/10-accidental-inventions-you-wont.html>

[www.geniusstuff.com/blog/list/10-accidental-inventions/](http://www.geniusstuff.com/blog/list/10-accidental-inventions/)

As reading point out/ highlight capitalization of proper nouns, titles, cities and the product names

#### Behaviors and Understandings:

Writers use capital letters consistently and accurately. Today I will teach you how writers capitalize dialogue, abbreviations, proper names, acronyms and titles

**Text Title:** Inventions You Won't Believe by Marianne English and How Stuff Works

#### I DO:

Read /copy/project the blog posts

<https://dailyarticles4all.blogspot.com/2012/05/10-accidental-inventions-you-wont.html>

[www.geniusstuff.com/blog/list/10-accidental-inventions/](http://www.geniusstuff.com/blog/list/10-accidental-inventions/)

#### WE DO:

#### Preplanned Questions:

When do we use capital letters? Why is it important to use them consistently and accurately? If we never used capitals would it matter? What might happen when someone doesn't use capitals when they write a cover letter for a job they really want?

#### Mid teaching reminder:

Remember writers that proper nouns, titles, headings, dialogue, acronyms and abbreviations should be capitalized.

Be sure to proofread and edit your writing.

#### YOU DO:

*How Stuff Works*

<https://www.howstuffworks.com/>

Students will surf through this website, or print article to find other interesting narratives that present information, while looking for examples of capitalization

#### Evaluate/Assess

Let's do a quick share.

Tell us what you read and give us an example of capitalization used correctly.

Good job writers looking for proper use of capitalization while reading through other articles.

**Guided Reading Groups:**

**WEDNESDAY**

**Vocabulary: identify**

**ELA: Lesson #3 Simple Solutions**

**Writing: Sentence Fluency: Varying Sentence Patterns**

**Shared Reading:**

Wonder by RJ Palacio

**I DO:**

Read parts of the book

p. 62

*"I'm not saying they were doing any of these things in a mean way, by the way: not once did any kid laugh or make noises or do anything like that. They were just being normal dum kids. I know that. I kind of wanted to tell them that. Like, it's okay, I know I'm weird looking, take a look, I don't bite. Hey, the truth is, if a Wookiee started going to the school all of a sudden, I'd be curious, I'd probably stare a bit!"*

Point out the variety of sentences and how they are constructed.

The use of dialogue and fluency creates a natural rhythm and flow the way that Auggie is thinking them

Find more passages like this to model varying sentence patterns or have the kids work in their groups to find more.

**Behaviors and Understandings:**

Today and everyday when they are writing, think about varying the sentence patterns to make it flow in an interesting and natural way.

**Text Title:**

Wonder by RJ Palacio

**WE DO:**

**Preplanned Questions:**

- **Can you distinguish between a simple and a complex sentence?**
- **What differences exist between a simple and a compound ? A compound and a complex?**
- **Did you know there are different types of sentences? (simple, compound, and or complex)**
- **Why is this a good idea? if you were writing a book? ( enhance the main idea, theme, story line)**
- **Can you compare your sentences and figure out what type they are?**

**YOU DO:**

Students try to write this passage or another from the point of view of one of the students who ran

into Auggie for the first time.

Have them write what the students might have been thinking- respectfully and thoughtfully, but honestly. Encourage them to play with sentence patterns to create the character's internal dialogue-what they are thinking in an interesting and natural way

**Mid-lesson reminder:**

Remember writers that your writing should be made up of an effective mix of long complex sentences and short, simple ones. Be sure to play with sentence patterns to create the character's internal dialogue-what they are thinking in an interesting and natural way. That makes the writing more interesting to read

**Evaluate/Assess :**

**Guided Reading Groups:**

**THURSDAY**

**Vocabulary:**

**ELA : Bell Ringer = Lesson #4 Simple Solutions  
Ideas Trait- Choosing a Topic**

**Shared Reading:  
Grandpa Green by Lane Smith**

**Behaviors and Understandings:**

When writing in narrative form, writers offer a clever theme or memorable storyline. You can use ideas from events or people from your past to write and artistically express in the form of a memoir, a story about a particular memory.

**Text Title: Grandpa Green by Lane Smith**

**I DO:**

**Read aloud Grandpa Green by Lane Smith  
-garden topiaries tell the story of his life  
each depicting and commemorating a significant moment.**

**WE DO:**

- **Preplanned Questions:**

**YOU DO:**

Through writing and drawing, you are going to focus on important topics to create a memoir that reflects your life journey so far. Write down some events or people from your past. Think of some artistic ways you might represent them in a different way than Lane Smith does with sculpture, collage, paint, crayons/markers, etc.

Today and every day, when you are getting ready to write, think about people or events in your past to create memoir writing

\*Remember you can draw/ or think of an artistic way to represent your writing

**Share:**

Let's do a share of your passages from a character's different point of view and we'll listen for sentence variety.

Good job today writers varying your sentence patterns to create internal dialogue.

**Guided Reading Groups:**

**FRIDAY**

**Vocabulary:**

**Organization: Endings: Providing a Sense of Closure**

**Shared Reading:**

**The Lion King**

**Behaviors and Understandings:**

**Text Title:**

**I DO:**

**WE DO:**

- **Preplanned Questions:**

**YOU DO:**

**Read through the two articles**

**The Lion King [http://disney.wikia.com/wiki/The Lion King](http://disney.wikia.com/wiki/The_Lion_King)**

**The Lion King : Alternate Reading**

**[http://disney.wikia.com/wiki/The Lion King: Alternate Ending](http://disney.wikia.com/wiki/The_Lion_King:_Alternate_Ending)**

**Discuss the pros and cons of both endings and why one was preferred over the other for the movies**

**Extension: Have students pick another story/movie, examine the ending and write an alternative. \* This may take a few days to complete\***

**Link to other writing:**

**Today and everyday, when you are writing endings to your stories think about how you will answer any lingering questions, satisfy your readers and provide a sense of closure.**

**Mid lesson teach point:**

**Writers making decisions about your endings could be challenging. Write a few possible endings. Then ask your group/partner to listen to them and vote on which one they think fits best with your story.**

**Share:**

**It's exciting to toy with possible endings just like the script writers did when making The Lion King. Let's share some possible endings to your stories. We'll let you know if we have any lingering questions and help you decide on an ending that is perfect for your audience.**

**Guided Reading Groups:**

	<b>LITERACY WORK STATIONS (WEEKLY)</b>
	<b>Reading Independent:</b>
	<b>Word Work:</b>
	<b>Read to Someone:</b>
	<b>Writing About Reading:</b>
	<b>Technology:</b>