

## Unit 1: The Six Traits of Narrative Writing/Narrative Emphasis

## MONDAY

## Writing Standards:

C.5.3 a,b,c,d,e,f,g 5.5  
Compose narratives,  
using writing and digital  
resources, to develop  
real or imagined  
experiences or  
multiple events or ideas,  
using effective  
technique, descriptive  
details and clear  
sequences.

L.5.1, L.5.2, L. 5.3

## Learning Targets:

This week =

- Explore adding a conclusion
- Continue =vivid words used by great writers
- Continue how to "Hook" the reader in your introduction
- Continue an event sequence is clear and unfolds naturally
- Transition words and phrases manage the sequence of events
- The writing contains a conclusion that follows from the narrated events
- The piece was planned

Continue teaching  
6 Traits of Writing

1. Ideas
2. Voice
3. Organization
4. Sentence Fluency
5. Word Choice
6. Conventions

Guiding  
Questions:**Power Verb: predict****Vocabulary: choose 7 vocabulary cards from the Word Up wall vocabulary file****Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma**

*This week continue writing process and teaching "conclusion", also conferencing with students about the essay portion of the previous Unit Test, and finish writing process of narrative-begin typing*

**Begin rotations**

**Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative**

**Learning Targets:**

- Continue practicing how to write a Conclusion
- Continue vivid words/ Figurative language/ dialogue to our narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Next C.U.P.S. and edit
- Work on High-Frequency words and write a story using 5 words
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Build a Better Sentence
- 3.8 Paragraph structure
- Lead into peer review
- Conference this week finalize narrative and type
- Teacher review/rubric check what does a 4,3,2,1 look like

**Station #1 Vocabulary Word Work**

- Students choose 7 words from the class Word Up wall
- Model 2 of the Word Work Activity Cards students do not understand how to do.
- This week students will use the alliteration activity cards
- Students will use the station checklist as a guide to success

**If students finish move onto the Partner Spelling test**

**Follow directions on white board**

**Partner #1****Partner #2****Station #2**

**Always record your work on a sheet of paper and write in the top right corner**

- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_

**Bloom's  
Taxonomy Sample  
Questions**

**Vocabulary:**  
anything on the  
Word Up Wall this  
week

previously:

inference

Figurative Language:

alliteration

simile

metaphor

hyperbole

idioms

imagery

personification

previous weeks:

summarize

sequence

climax

conflict

protagonist

antagonist

conclusion

transition

analyze

characters,

setting

plot

voice

purpose,

exposition,

resolution

rubric

identify

initiative

visualization

narrative

specific

accurate

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

- Teacher\_\_\_\_\_

Place it in your binder in order by date and Tab

A.\*High-Frequency Words\*

Pick 5 words

Make up a story

Can you write a story with at least 5 sentences using the 5 High-frequency words

Use the sentence checklist to make sure every sentence has what it takes.

B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

Station #3

Continue writing Famous Failure 3.8 paragraphs

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

Point/detail #2

example

Point/detail #3

example

\*Conclusion/Closing sentence

- Watch Slide #20

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ \_\_\_\_\_”, said \_\_\_\_\_

Add A.R.M.S. and C.U.P.S.

Peer Review

#### **B. Closing Sentence Practice Activities**

- Students will work with a partner to complete
- Highlight closing sentence handout
- Task cards
- Complete an interactive Closing Sentence page
- On last handout :Check for understanding
  - Write your own closing sentence
  - Check answers with a partner
  - use the sentence checklist

*Everything goes into the Writing Tab of your binder*

#### **Station #4 Conferencing**

Continue to go over students current writing pieces /test essay question if needed

Using the rubric

Show them how they did according to 4,3,2,1

answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Finalize narrative/ begin to type it

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Discuss **CONCLUSION/CLOSING** this week -how to leave the reader with something to remember

<https://www.youtube.com/watch?v=JZ8L9pKbY28>

Discuss one thing you didn't know about a closing/concluding sentence with a partner

Continue to discuss the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

\*Conclusion

Watch slide #20,21

Focus on the Closing/**CONCLUSION** of the narrative paragraph

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

## TUESDAY

Power Verb: predict

Vocabulary: choose 7 vocabulary cards from the Word Up! wall vocabulary file

Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

Learning Targets This week =

- Continue how to write a conclusion
- Continue how to "Hook" your audience in your introduction
- Continue adding figurative language/ dialogue to narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Apply C.U.P.S. and edit
- Work on High-Frequency words and use them in a story
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Build a Better Sentence/fluency

- 3.8 Paragraph structure
- Lead into peer review
- Teacher review/rubric check what does a 4,3,2,1 look like
- Begin typing narrative this week

**Station #1 Vocabulary Word Work**

- Students choose 7 words from the class Word Up wall file
- This week students will use the alliteration activity cards referring to the example in their binder
- Students will use the station checklist as a guide to success

**If finish Partner spell test**

**Follow directions on white board**

**Partner #1**

**Partner #2**

**Station #2**

**Always record your work on a sheet of paper and write in the top right corner**

- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

**Place it in your binder in order by date and Tab**

**A. \*High-Frequency Words\***

**Pick 5 words**

**Think about your narrative story**

**Can you write 5 sentences about the topic using the 5 High-frequency words**

**Try to make them fit into your narrative story**

**Use the sentence checklist to make sure it has what it takes.**

**B. Follow the sentence builder poster**

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

**C. Complete one page of Cursive writing**

**Station #3**

- Work with a partner and
- Use the checklist and mark it off as you go

**What is a 3.8 paragraph? How do I know?**

**It will have :**

**Topic**

**Detail/point #1**

**example**

**Detail/point #2**

example

Detail/point#3

example

Closing/Conclusion Sentence

slide # 20 <https://www.youtube.com/watch?v=YkChPmys3QY>

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

Point/detail #2

example

Point/detail #3

example

Conclusion sentence

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ \_\_\_\_\_ ”, said \_\_\_\_\_

Add A.R.M.S. and C.U.P.S.

Peer Review

Station #3 Conferencing

Teach CONCLUSION

Answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Daily continue building a narrative

Students use the Guide packets/ checklist

- Now add a conclusion
- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft

- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Discuss CONCLUSION/CLOSING this week leave the reader with something to remember you by

Continue discussing the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

Conclusion

Watch Slide #20,21

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroD-TZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroD-TZ-WPU/edit?usp=sharing)

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

This week continues the writer's *organization in a story*.

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

**WEDNESDAY**

**Power Verb: Power Verb: predict**

**Vocabulary: choose 7 vocabulary cards from the Word Up! wall vocabulary file**

**Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma**

**Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative**

**Learning Targets This week =**

- **Add a CONCLUSION/CLOSING**
- **Figurative Language for the best writers**
- **Explore how to “Hook” your audience in your introduction**
- **Continue to add sequence and transition words to our narrative**
- **Practice the steps of the Writing Process**
- **Apply A.R.M.S. and revise our work**
- **Work on High-Frequency words and finding them in books**
- **Practice how to spell with our boxes and sounding out strategies**
- **Cursive writing practice for fast workers**
- **Sentence building**
- **3.8 Paragraph structure**
- **Lead into peer review**
- **Teacher review/rubric check what does a 4,3,2,1 look like**

**Station #1 Vocabulary Word Work**

- **Students complete the power verb predict and choose 7 words from the class word wall file**
- **Complete the alliteration card and apply to the 8 words for the week**
- **Look at the checklist for completion**

**If finish Partner spell test**

**Follow directions on white board**

**Partner #1**

**Partner #2**

**Station #2**

**Always record your work on a sheet of paper and write in the top right corner**

- **Station#\_\_\_\_\_**
- **Assignment\_\_\_\_\_**
- **Name\_\_\_\_\_**
- **Date\_\_\_\_\_**
- **Teacher\_\_\_\_\_**

**Place it in your binder in order by date and Tab**

**A. \*High-Frequency Words\***

**Pick 5 words**

**Write a story with 5 sentences using the 5 High-frequency words**

**Use the Graphic Organizer**

**Use the sentence checklist to make sure it has what it takes.**



Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

Station #3

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

Slide #20,21 <https://www.youtube.com/watch?v=JZ8L9pKbY28>

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroD\\_TZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroD_TZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

How do I know it is a 3.8?

Topic

Point/detail #1

example

Point/detail #2

example

Point/detail #3

example

Conclusion sentence

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ \_\_\_\_\_ ”, said \_\_\_\_\_

Add CUPS and ARMS

Station #4 Conferencing

Today continue go over students test essay question, and narrative/begin finalizing and typing

Using the rubric  
Show them how they did according to 4,3,2,1

answer any questions they have  
Give them the teacher conference sheet  
Have them make corrections

Daily continue building a narrative

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Check on doc camera

Read/ discuss

Talk about this week's lessons/model/clarify

Discuss Closing/CONCLUSION this week

Continue to lead up to discussing the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

\*Conclusion

Slide #20,21

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroD-TZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroD-TZ-WPU/edit?usp=sharing)

Focus on the CLOSING?CONCLUSION of their Narrative

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

This week continues the writer's *organization in a story*.

**Active Engagement:**

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

**Asses /Evaluate:**

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

#### THURSDAY

**Power Verb: predict**

**Vocabulary: choose 7 vocabulary cards from the Word Up! wall vocabulary file**

**Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma**

**Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative**

**Learning Targets This week =**

- Add a **CONCLUSION/CLOSING**
- **Figurative Language for the best writers**
- **Explore how to "Hook" your audience in your introduction**
- **Continue to add sequence and transition words to our narrative**
- **Practice the steps of the Writing Process**
- **Apply A.R.M.S. and revise our work**
- **Work on High-Frequency words and finding them in books**
- **Practice how to spell with our boxes and sounding out strategies**
- **Cursive writing practice for fast workers**
- **Sentence building**
- **3.8 Paragraph structure**
- **Lead into peer review**
- **Teacher review/rubric check what does a 4,3,2,1 look like**

**Station #1 Vocabulary Word Work**

- **Students choose 7 words from the class Word Up wall**

- Model 2 of the Word Work Activity Cards students do not understand how to do.
- This week students will use the alliteration activity cards
- Students will use the station checklist as a guide to success

If finish Partner spell test

Follow directions on white board

Partner #1

Partner #2

### Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

Place it in your binder in order by date and Tab

#### A. \*High-Frequency Words\*

Pick 5 words

Write a story

Can you write 5 sentences about the topic using the 5 High-frequency words

Use a Graphic Organizer

Use the sentence checklist to make sure it has what it takes.

#### B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station# \_\_\_\_\_
- Assignment \_\_\_\_\_
- Name \_\_\_\_\_
- Date \_\_\_\_\_
- Teacher \_\_\_\_\_

### Station #3

- Work with a partner and
- Use the checklist and mark it off as you go

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

Slide # 20,21

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroD-TZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroD-TZ-WPU/edit?usp=sharing)

**Get a 3.8 paragraph graphic organizer**  
**Choose a Famous Failure**  
**Follow the directions**  
**When you write make sure it is a 3.8**  
**Add ARMS and CUPS**

**How do I know it is a 3.8?**

**Topic**

**Point/detail #1**

**example**

**Point/detail #2**

**example**

**Point/detail #3**

**example**

**Conclusion sentence**

**Checking your work:**

**Use the 3.8 format**

**Use the sentence checklist to make sure all 8 sentences are correct**

**add an adjective**

**add an adverb**

**use some figurative language**

**use dialogue: Remember dialogue is someone talking**

**“ \_\_\_\_\_ ”, said \_\_\_\_\_**

**Add ARMS and CUPS**

**Station #4 Conferencing**

**Today go over students test essay question**

**Using the rubric**

**Show them how they did according to 4,3,2,1**

**answer any questions they have**

**Give them the teacher conference sheet**

**Have them rewrite it**

**Daily continue building a narrative**

**Students use the Guide packets/ checklist**

- **Continue adding HOOK/verify they have one**
- **adjectives**
- **adverbs**
- **transition words/ sequence words**
- **figurative language**
- **explore adding dialogue (discuss commas and quotations)**
- **dialogue**

**Students continue to follow the Writing Process**

- **Pre-write**
- **Rough Draft**
- **Revise**
- **Edit**
- **Peer Review**
- **Publish**

**Leave students with one tip**

- **Allow questions**
- **Discuss areas they are getting**

- Reteach struggle area

**I Do:**

Talk about the Introduction of narrative writing and the importance of vivid words to hook the reader

Discuss **CONCLUSION/CLOSING** this week leave the reader with something to remember

Continue to lead up to discussing the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

Conclusion

Slide #20,21 on Virtual Classroom

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Focus on the **CLOSING/CONCLUSION** of their narrative

Remind students they use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

**Active Engagement:**

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

**Asses /Evaluate:**

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record on monitoring clipboard

**Friday**

**Power Verb:** predict

**Vocabulary:** choose 7 vocabulary cards from the Word Up! wall vocabulary file

**Vocabulary:** ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

**Small Groups:**

**Skill:** Apply the Writing Process, what we have been learning up to this point to improve our narrative

**Learning Targets This week =**

- Continue to work on a **CLOSING/CONCLUSION** this week

- Use figurative Language the best writers do
- Explore how to “Hook” your audience in your introduction
- Continue to add sequence and transition words to our narrative
- Practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Apply C.U.P.S.
- Work on High-Frequency words and finding them in books
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Sentence building
- 3.8 Paragraph structure
- Lead into peer review
- Teacher review/rubric check what does a 4,3,2,1 look like

### Station #1 Vocabulary Word Work

- Students explore the power verb predict and choose 7 words in from the class word wall
- This week they complete the alliteration card for all 8 words this week
- Reviewing FLocabulary alliteration and use the example in their binder
- Look at the checklist for completion

If finish Partner spell test

Follow directions on white board

Partner #1

Partner #2

### Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

Place it in your binder in order by date and Tab

A. \*High-Frequency Words\*

Pick 5 words

Write a story

Can you write 5 sentences about the topic using the 5 High-frequency words

Use the graphic organizer to help write your story

Use the sentence checklist

B. Follow the sentence builder poster

- use the sentence builder activity cards
- record your work on a sheet of paper in the top right corner
- Station#\_\_\_\_\_
- Assignment\_\_\_\_\_
- Name\_\_\_\_\_
- Date\_\_\_\_\_
- Teacher\_\_\_\_\_

C. Do one cursive page

### Station #3

#### Finish Famous Failures paragraph

- Work with a partner and
- Use the checklist and mark it off as you go
- include A.R.M.S. and C. U. P. S.

What is a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

\*Closing/Conclusion Sentence

Go to Virtual Classroom and watch the video on Slide # 20,21

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ \_\_\_\_\_”, said \_\_\_\_\_

Next step in A.R.M.S. and C.U.P.S.

### Station #4 Conferencing

Today go over students test/ essay /narrative

Using the rubric

Show them how they did according to 4,3,2,1

Answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Daily continue building a narrative

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue



**Students continue to follow the Writing Process**

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

**Leave students with one tip**

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

**I Do:**

**Read/ discuss**

**Continue to talk about the conclusion of narrative writing and the importance of vivid words to leave the reader with something to remember**

**Discuss CONCLUSION this week by referring to the Rocking ideas chart to hook the reader**

**point out the Figurative Language options**

**continue to lead up to discussing the parts of Narrative (Flowchart GO)**

**Introduction**

**Event 1**

**Event 2**

**Event 3**

**Conclusion**

**Slides #19, 20 and then go to 21 when all finished with work this week**

[https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W\\_IUT\\_yYi0HQrJroDTZ-WPU/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing)

**Focus on the CONCLUSION/Closing of their Narrative**

**Remind students they use this flowchart GO to help them organize the writing piece they have started**

**Model how to do this**

**Discuss**

**Students try**

**This week continues the writer's *organization in a story*.**

**Active Engagement:**

**If students are working ahead they can:**

**Begin peer review rubric, teacher time/rubric/ and then start to type**

**Asses /Evaluate:**

**During conference time allow students to ask questions. Look for struggles and clarify**

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow

- Use the sentence checklists
- Rubrics to check their work
- Start to type their narrative when ready
- Record on monitoring clipboard

### LITERACY WORK STATIONS (WEEKLY)

#### Reading Independent:

Some additional sites for Language explore on Friday

<https://www.flocabulary.com/unit/alliteration-assonance/>

<https://www.youtube.com/watch?v=YkChPmys3QY>

[https://www.softschools.com/quizzes/language\\_arts/](https://www.softschools.com/quizzes/language_arts/)

<http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>

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

<http://teacher.scholastic.com/activities/adventure/>

<https://schoolwires.henry.k12.ga.us/Page/61886>

[https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwRW8LkNAsfGXz\\_LeIXd-E5Q\\_aco/edit](https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwRW8LkNAsfGXz_LeIXd-E5Q_aco/edit)

<https://www.archives.gov/founding-docs/join-the-signers>

#### Figurative Language:

<https://schoolwires.henry.k12.ga.us/Page/61886>

#### narratives:

<https://youtu.be/HqHUGkEtlx4>

<https://youtu.be/HjWHTWFDItI>

[https://youtu.be/zS97TU46s\\_Y](https://youtu.be/zS97TU46s_Y)

#### Word Work:

**Complete/choose the GO for the power verb**  
**Choose one of the activity cards for the new vocabulary**  
**High Frequency words work with a partner practice**  
**Cursive writing**

**Read to Someone:**  
**See Above**

**RTI Week Math B**

Asses what do they need

-Have students draw their own K W L chart find out what they Know/Want/Learned

Reflex practice check on results-weak/strength

Check for basics :

Do some board Races/Buzzer

Multiplication Race, Place Value, division basics  
(What do they know =fill out class chart)

Word problem strategies?

Use Fractions Interactive Notebook:

2 - Math Interactive Notebook 5th Grade Number & Operations Fractions.pdf

<https://www.youtube.com/watch?v=362JVVvgYPE>

Vocabulary:Numerator , Denominator