

Teacher: Sallée Grade: 5 Content: Language Arts Room: 205 24 June 2009

Weekly Overview

World Knowledge: Students will identify; define; and illustrate vocabulary words in a story.
Fluency: Students will review several different reading styles including: tape; silent reading; & choral reading.
Writing: Students will express their thoughts and ideas in a variety of different writing activities.
Comprehension: Students will discuss a variety of reading skills, which will enable them to better understand the text

Wednesday 24 June

Standard(s)	Benchmark(s)	Performance Descriptor (s):
2; 3; 4	2A2; 2B2; 3B2; 3C2; 4A2	Students will understand how literary elements and techniques are used to convey meaning; read and interpret a variety of literary works; compose well-organized and coherent writing for specific purposes and audiences; communicate ideas in writing to accomplish a variety of purposes; listen effectively in formal and informal situations.

CRI Integration Circle all that apply: Comprehension Word Knowledge Fluency

Writing

Assessments/Evidence of Student Mastery/Products: Students will compose explanations of everyday objects come to life.

Student Learning Activities: Read Chris van Allsburg's [The Widow's Broom](#); discuss anthropomorphic qualities of broom, possible other items and characteristics; compose paragraph explaining: object, use/skill, personality

Resources (Materials/Texts/Visuals/Technology): *The Widow's Broom*, van Allsburg; presentation

Homework: Complete paragraph

Post-Instructional Reflection

Evaluation of Student Learning: Students will compose a written explanation of an object that they use everyday, which—when imbued with magical powers—will complete tasks for them. The sample should explain what the object is, what skills it will accomplish, and a description of the object's personality. Special attention should be paid to the personalities and the relationship between the object and its owner. Length is expected to be approximately 1-2 paragraphs but is unimportant compared to conveying the assigned information.

Evaluation of Student Teaching: This was a simple story that related directly to the novel that the class had been reading. It was simple enough to be easy to follow along and the pictures transferred well to the projector. The writing assignment follows naturally from the nature of the story, is a straightforward example of an essential literary technique, anthropomorphism, and makes use of natural fantastical thoughts of students at this age.

Given the written responses from the students, they understand personification and the assignment well. The entire class was interested in the book as I was reading it, and all of their responses reflected both engagement and understanding of the lesson. It took a while for the student to get started on their assignment. Given another opportunity, I would have brainstormed an example or two as an entire class.