

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes/objectives
Standards: 5.RC.2.RF ; 5.RC.3.RF ; 5.RC.4.RF ; 5.RC.6.RF ; 5.RC.9.RI ; 5.V.2; 5.W.2.S					
7:40-7:57 Breakfast in the classroom. Clean up at 7:55-7:57 then Pledge					
8:00-8:50 Science-McKissen Enrichment- Farris Green group	8:00-8:50 Science-Farris Enrichment- McKissen-red	8:00-8:50 Science-McKissen Enrichment-Farris Yellow group	8:00-8:50 Science-Farris Enrichment- McKissen-blue	8:00-8:50 enrichment	
8:50-9:40 Activity/Prep					
9:40-10:40 Class- McKissen Realistic Fiction features. Read "A Reluctant Traveler" Do questions in the workbook, page 2-5 Read LWW ch. 5	9:00 Veteran's Day program 9:40-10:40 Class- Farris Summarize "A Reluctant Traveler" Use text evidence to support theme. Use dialogue to understand feelings and characteristics. LWW ch 6	9:40-10:40 Class- McKissen "They Don't Mean It" Page 182-184 Summarize, find theme and support with evidence, use dialogue to better understand. LWW ch 7	9:40-10:40 Class- Farris "They Don't Mean It" page 185-188, summarize, theme, and using text evidence. LWW ch 8	9:40-10:40 Class Odd date- Farris Even-McKissen "They Don't Mean It" 188-193. Summarize story, find theme. Write about LWW ch 5-8. Answer questions, find emerging theme, and summarize story thus far.	I can identify realistic fiction. I can summarize a story. I can find theme. I can use context clues to determine meaning. I can use dialogue to understand character traits and feelings. I can use text evidence to support theme.

10:40-11:30 Lunch/Recess					
11:30-12:15- Farris writing/SS Informative writing	11:30-12:15 McKissen- enrichment	11:30-12:15 Farris- writing/SS Informative writing	11:30-12:15 McKissen- enrichment	11:30-12:15 Odd- McKissen Even- Farris	
12:15-12:35 Recess					
12:35-1:45 Class- Essential Reading/ELA Farris Realistic Fiction features. Read "A Reluctant Traveler" Do questions in the workbook, page 2-5 Read LWW ch. 5	12:35-1:45 Class- Essential Reading/ELA McKissen Summarize "A Reluctant Traveler" Use text evidence to support theme. Use dialogue to understand feelings and characteristics. LWW ch 6	12:35-1:45 Class- Essential Reading/ELA Farris "They Don't Mean It" Page 182-184 Summarize, find theme and support with evidence, use dialogue to better understand. LWW ch 7	12:35-1:45 Class- Essential Reading/ELA McKissen "They Don't Mean It" page 185-188, summarize, theme, and using text evidence. LWW ch 8	12:35-1:45 Class- Essential Reading/ELA Odd- McKissen Even- Farris "They Don't Mean It" 188-193. Summarize story, find theme. Write about LWW ch 5-8. Answer questions, find emerging theme, and summarize story thus far.	
1:45-2:30 Farris- enrichment	1:45-2:30- McKissen writing/SS Informative writing	1:45-2:30 Farris enrichment	1:45-2:30 McKissen writing/SS Informative writing	1:45-2:30 Odd- McKissen Even- Farris	
2:30-3:00 Redhawk time/GT 3:00 car riders leave 3:15 bus riders leave					

5th Grade Reading/ELA – Wonders Unit 3 Week 1

Theme: Realistic Fiction – Understanding Characters and Theme

Novel Connection: *The Lion, the Witch and the Wardrobe* (Ch. 5–8)

Duration: 4 Days

Teacher: Farris

Standards

- RL.5.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 - RL.5.3 – Compare and contrast two or more characters, settings, or events in a story or drama.
 - RL.5.6 – Describe how a narrator’s or speaker’s point of view influences how events are described.
 - RL.5.10 – Read and comprehend literature appropriate for grade 5.
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Essential Question

How can dialogue help us understand characters and the theme of a story?

I Can Statements

- **I can summarize a realistic fiction story using key details.**
 - **I can identify the theme of a story and support it with text evidence.**
 - **I can use dialogue to understand characters' feelings and actions.**
 - **I can connect themes between different stories.**
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Day 1

Text: "A Reluctant Traveler" (Wonders)

Novel: *The Lion, the Witch and the Wardrobe*, Chapter 5

Focus: Features of realistic fiction, summarizing, using dialogue

Materials: Wonders text, workbook pp. 2–5, LWW novel

I Do:

- **Review features of realistic fiction (realistic setting, believable characters, real-world problems).**

- **Model summarizing with key details and determining theme.**

We Do:

- **Read “A Reluctant Traveler.”**
- **Discuss: What do the characters’ words show about their feelings?**
- **Identify clues to the theme (ex: courage, trying something new).**

You Do:

- **Students complete workbook pages 2–5.**
- **Write a short summary and identify the theme with evidence.**

Homework/Extension:

- **Read *LWW* Chapter 5 and summarize in 2–3 sentences.**

Assessment:

- **Workbook completion and written summary**

Above-Grade-Level Differentiation:

- **Author's Craft:** Explain how dialogue reveals the main character's internal conflict.
 - **Text Connection Challenge:** Compare the traveler's feelings to a character in another book (e.g., *Hatchet* or *Blancaflor*).
 - **Writing Extension:** Rewrite the story from another character's point of view, keeping the same theme.
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Day 2

Text: "They Don't Mean It" pp. 182–184

Novel: *LWW* Chapter 7

Focus: Dialogue and theme development

I Do:

- **Model** how dialogue reveals character traits and feelings.
- **Review** how to identify a theme using evidence.

We Do:

- **Read** pp. 182–184 together.

- **Discuss: What problem does the character face? What lesson might they learn?**

You Do:

- **Students summarize and identify theme with evidence.**
- **Read *LWW* Ch. 7; discuss themes (loyalty, temptation, courage).**

Assessment:

- **Student written responses**

Above-Grade-Level Differentiation:

- **Inference Chart: List what each key line of dialogue *implies* and support with evidence.**
- **Theme Deep Dive: Identify two possible themes; argue which one fits best and why.**
- **Socratic Circle: Debate whether the main character's reaction was justified, using page numbers for support.**

Day 3

Text: “They Don’t Mean It” pp. 185–188

Novel: *LWW* Chapter 8

Focus: Summarizing, theme connections

I Do:

- **Model summarizing the section (beginning, middle, end).**
- **Show how dialogue develops theme and conflict.**

We Do:

- **Discuss character actions and how they support the theme.**

You Do:

- **Summarize and identify theme with text evidence.**
- **Read *LWW* Ch. 8; note any theme connections (betrayal, honesty).**

Assessment:

- **Written summary and theme paragraph**

Above-Grade-Level Differentiation:

- **Cross-Text Comparison:** Compare the main character's conflict with Edmund's in *LWW Ch. 7–8*.
 - **Character Map:** Track how dialogue shows emotional growth (color-code for guilt, courage, or realization).
 - **Creative Response:** Write an internal monologue revealing what the character really thinks during a key moment.
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Day 4

Text: “They Don’t Mean It” pp. 188–193**

Novel Review: *LWW* Ch. 5–8

Focus: Theme analysis and cross-text connection

I Do:

- **Model writing a paragraph explaining theme with evidence.**

We Do:

- **Read final section of “They Don’t Mean It.”**
- **Discuss how dialogue shows character change.**

You Do:

- Write a summary and a paragraph identifying theme with two pieces of evidence.
- Write about *LWW* Ch. 5–8: summarize, identify emerging theme, and support with details or dialogue.

Assessment:

- Written theme paragraph and *LWW* response

Above-Grade-Level Differentiation:

- Comparative Essay: Explain how both stories show that “trust must be earned.” Include quotes from each text.
- Perspective Flip: Rewrite an *LWW* scene from another character’s point of view (Lucy retelling Edmund’s actions).
- Advanced Discussion: “If Aslan were a character in ‘They Don’t Mean It,’ how might his advice change the outcome?”

Closure (End of Week)

- Students share summaries and themes with partners.
 - Discuss how themes in both texts connect (learning from mistakes, honesty, courage).
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Ongoing Differentiation Tools

Strategy	Description
Choice Board	Offer options: journal from another perspective, theme comparison, or comic with dialogue showing theme.
Text-Evidence Tracker	Advanced students color-code evidence by purpose (dialogue = yellow, description = blue, inner thought = green).
Literary Lenses	Assign “psychologist,” “detective,” or “critic” roles to analyze motivation, evidence, or author’s intent.
Socratic Seminar	Advanced readers lead small-group theme discussions using text citations.
Digital Extension	Students create a multimedia slide comparing <i>LWW</i> themes to a modern story or film.