

Helpful Planning Resources

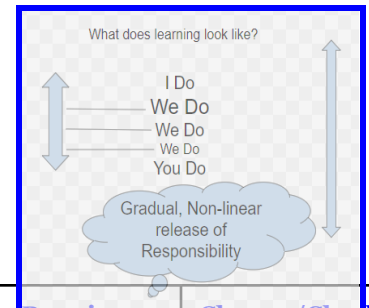
[2.3 FWISD Instructional Framework](#)

[FWISD Curriculum](#)

Teacher(s): Nancy Licea

Grade Level: 5th

DL Literacy Unit: 4 Week 3: from The Bill of Rights

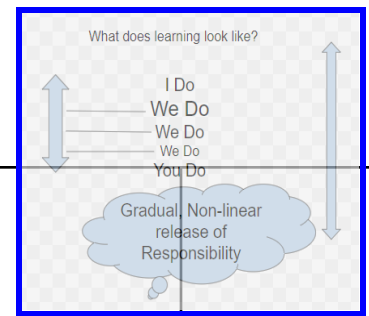


Week of: 1-25-29-2021	Learning Objective (Know and Show)	Activation of Learning (≈10%)	Teach/ Model "I do" (≈25%)	Interactive Practice "WE do" (≈25%)	Practice Independent of Teacher "YOU do" (≈25%)	Closure/Check for Understanding (≈15%) "Did WE?"
Monday 5.9(D) (iii)* [recognize] organization al patterns such as logical order and order of importance TEKS 5.9(D) recognize characteristics and structures of informational text, including: (ii)* features such as insets, timelines, and sidebars to support understanding	I can learn about the theme Liberty by interpreting text structure in informational text	Think-Pair-Share What can government do to protect our freedom?	Teacher will explain what is informational text: is base in factual information and so historical information, and what type(s) of text structure or organization uses What is the authors' purpose when writing informational text; inform Teacher will explain what are text features and how helps the readers understand the reading -headings and subheading -table of contents - boldface or italic type -captions -graphics (diagrams, illustrations,	Create an anchor chart with text features: -headings and subheading -table of contents - boldface or italic type -captions -graphics (diagrams, illustrations, tables, photographs) Students will create/draw individually a text feature and added to the anchor chart Read an informational text: T158 "Freedom of Speech at school" - as a whole class identify text structure, and text features (highlight) identify the main idea and supporting	Pathblazers Reading "Freedom of Speech at school" identify the main idea and supporting details Small groups "Controlling the River" Identify the text structure and create graphic organizer	White boards The author used bold print or italicized words to help the reader _____ _____. How does the illustration in this selection help the reader understand _____? The author uses the information in paragraphs _____, _____, and _____ to show that _____.

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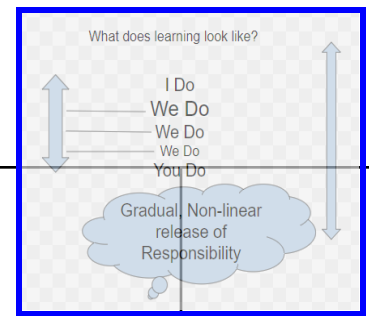


			tables, photographs) Review academic vocabulary: Grace Limitation Resist Empower Vocabulary of the genre: Lists-lista Content-conte nido Diagram -diagrama Labels Rotulos captions-expli caciones	details		
Tuesday TEKS 5.9(D) (iii)* [recognize] organizational patterns such as logical order and order of importance TEKS 5.9(D) recognize characteristics and structures of informational text, including: (ii)* features such as insets, timelines, and sidebars	I can learn about the theme Liberty by interpreting text structure in informational text	Quick Write: Do picture walk: write what do you think the reading is going to be about? How do you know	Teacher will explain the vocabulary words in a presentation: Convention Delegates-Del egados Ratification-R atification Petition-Petici on Violations-Viol aciones Review what are the characteristics of informational text: such us text features Explain the text structure	Teacher will present a powerpoint presentation with picture and definition Teacher will do picture walk at page 290-291 Highlight: text features: title , pictures, caption, bulleted list and subtitles Teacher will think aloud about the text features how does it help the reader	Students will write vocabulary words in the journal As a whole class Read: My View page 291-303 Pathblazers Reading	White boards Underline or highlight the text that shows a cause and effect relationship The (text feature) is included to help the reader_____. How does the illustration in this selection help the reader understand _____?

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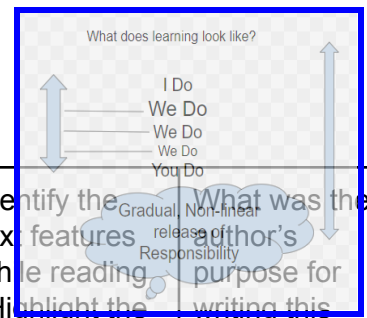


to support understanding			for informational text: compare and contrast (however, one, another, instead- sinembargo, uno, otro, encambio), cause and effect (because, then for, as a result, after all)	understand the information Title: A new government means_____ Picture: I can see weapons, US flag, smoke, soldiers Caption: Three patriots lead the troops into battle_____ Teacher will read paragraph #1 and underline how the text is organized Cause and Effect		
Wednesday TEKS 5.9(D) (iii)* [recognize] organizational patterns such as logical order and order of importance TEKS 5.9(D) recognize characteristics and structures of informational text,	I can learn about the theme Liberty by interpreting text structure in informational text		Teacher will explain what are the different text structures: compare and contrast (however, one, another, instead- sinembargo, uno, otro, encambio), cause and effect (because, then for, as a result, after all)	“El Sol” Teacher will identify what is the text structure and highlight the text features Fill Out a graphic organizer according to the text structure Cause and effect (one example)	Pathblazers Reading Reread “El Sol” Fill Out a graphic organizer according to the text structure Cause and effect (one example) Continue Reading “the Bill of Rights”	White boards’ What can you tell from the graph/chart/diagram? How does the illustration in this selection help the reader understand _____? What are some of the problems of _____?

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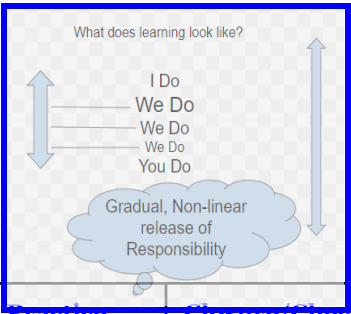


including: (ii)* features such as insets, timelines, and sidebars to support understanding			Review what are text features		Identify the text features while reading -Highlight the text feature and write how is helping the reader understand the text -underline details that reveal how the author uses text structure to organize the text	
Thursday TEKS 5.9(D) (iii)* [recognize] organizational patterns such as logical order and order of importance TEKS 5.9(D) recognize characteristics and structures of informational text, including: (ii)* features such as insets, timelines, and sidebars to support understanding	I can learn about the theme Liberty by interpreting text structure in informational text	Quick write: What changes you would make to the Bills of Rights and why?	Finish reading "from the Bill of Rights" Teacher will review what are the different types of text structures	Finish reading "from the Bill of Rights" How are the paragraphs organized "My View" Check for Understanding page 305: teacher will read question 1-4 and emphasize what the question is asking	Pathblazers Reading Finish reading "from the Bill of Rights" Check for Understanding page 305: read and answer question 1-4 Develop vocabulary Page 304	Exit ticket What are the key words that help you identify the different types of text structures?

Friday TEKS 5.9(D) (iii)* [recognize] organization al patterns such as logical order and order of importance	I can learn about the theme Liberty by interpreting text structure in informational text	Think- Pair- Share Review vocabulary words with a partner: use journal and sentences	Snap Shot	Snap Shot	Snap Shot	Snap Shot
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Teacher(s):
Grade Level:
SOCIAL STUDIES Unit:



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