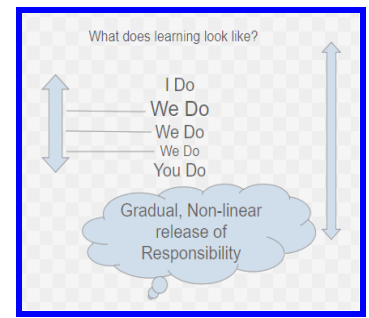




Teacher(s): Mrs.Licea

Grade Level: 5th

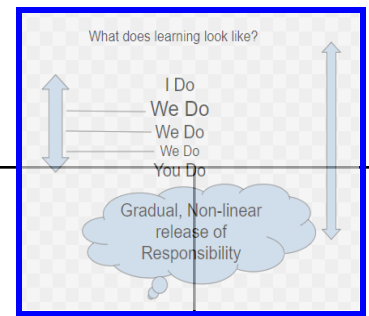
DL Literacy Unit: 3, Week 1 Love, Amalia

Week of:	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/Cheek for Understanding (≈15%) "Did WE?"
Monday TEKS 5.8 B 5.3C	5.8(B)* The learner will analyze the relationships of and conflicts among the characters 5.3(C)* The learner will identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	Quick write: How was your thanksgiving break?	Teacher will explain what is realistic fiction(genre) Create a poster Explain what is the author purpose Describe what are the elements of realistic fiction What is the text structure Teacher will explain what are suffixes: -izo, iza	Students will write realistic fiction poster in their journal Teacher will display "El conejo del senior chan" T 22- T23 Teacher will read few lines, then students will take turns to read the whole story aloud Questions to ask: I notice that Mrs. Chan feels I feel identify with Jack because..... Teacher will create a T chart for problems and solutions At the end students will identify how	Students will Fill out a T-Chart and identify problems and solutions Create a summary using text structure "El consejo del señor chan" Student Interactive Pag 41 examples 2-5	Why did the author choose _____ as the setting? What effect does the setting have on the story's events/characters/outcome? What lesson does the author want the reader to learn?

Helpful Planning Resources

[2.3 FWISD Instructional Framework](#)

[FWISD Curriculum](#)

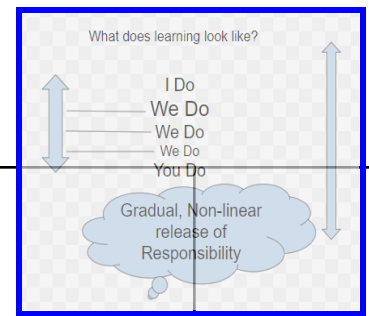


				main characters seem real and the setting might be real (explain) Teachers will identify what is a suffix and the root word		
Tuesday TEKS 5.8B 5.3C	5.8(B)* The learner will analyze the relationships of and conflicts among the characters 5.3(C)* The learner will identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	Quick write: How do experiences of others affect our own? ¿Cómo las experiencias de los demás se reflejan en nuestras propias experiencias?	Teacher will introduce vocabulary: Entusiasmo Sacudio Asegurando Abarcar Inseparable Enthusiasm Shattered Reassuring Encompass Inseparable Genre vocabulary Personaje Ambiente Argumento Tema Character Setting Argument Theme Academic Vocabulary: Demonstrate Perspective Recall Appeal Confide Demostrar Perspectiva Recordar	Go over vocabulary words Build background knowledge Who has moved from one place to another ? How do you keep contact with your loved ones or friends? How do felt when you move away? How do you think other people felt? Teachers will read Background pag 21 (introductory page)	Write vocabulary words in the journal and create a sentence with each words Read from love, Amalia Identify the main characters? Identify the details that describe the feeling of _____? Describe the setting -----?	How did the main character change throughout the story? What is the main problem in the story/ paragraph #_____?

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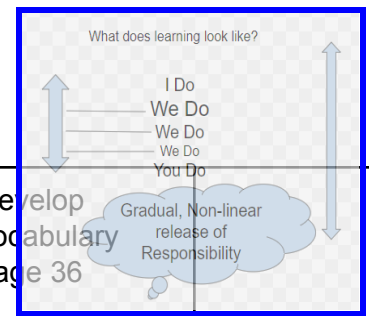


			Atractivo confiar Teacher will explain what are the elements of realistic fiction			
Wednesday TEKS 5.8B 5.3C	5.8(B)* The learner will analyze the relationships of and conflicts among the characters 5.3(C)* The learner will identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	Quick write: Retell the story "from love, Amalia"	Continue reading From love, Amalia Teacher will explain what are the characters traits Make connection to personal experiences Teacher will define the synonyms of argument, conflict, problem, plot Suffixes- with endings -izo, -iza Teacher will break the words and label each part of the word	Continue reading From love, Amalia Read aloud the story of the week Students Interactive page 38 analyze the charter Question #1 Student Interactive page 39 Q#1-2 Display the words Caballeriza Vaqueriza	Continue reading From love, Amalia Students Interactive pag 38 analyze the charter Student Interactive page 39 Students will work on page 89 resources download center	How does _____ most likely feel at the end to the story? What caused _____ to change his/her mind about _____?
Thursday TEKS 5.8C 5.3C	5.8(B)* The learner will analyze the relationships of and conflicts	Quick write: Did you felt the same as the main character? Describe	Teacher will review the genre of the week (realistic fiction) and the elements	Teacher will review the whole story aloud by identifying first the text	Students will complete Check for understanding page 37 Question 1-4	What was the problem with _____.....?

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[FWISD Curriculum](#)



	among the characters 5.3(C)* The learner will identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo		Explain what is the author purpose when reading realistic fiction What are the key details to identify authors' purpose Make connection to personal experiences	structure, after that retell orally the story Teacher will analyze something happening to a story character (grandmother) Write it on the board: what was the conflict, how she was feeling, how did she solved the conflict	Develop vocabulary page 36 Create a mini book to draw the main events of the story Students will analyze the main character of the story By creating a chart and identifying the character trait, the conflict and how the conflict was solved	How would you feel if _____?
Friday TEKS 5.8B 5.3 C	5.8(B)* The learner will analyze the relationships of and conflicts among the characters 5.3(C)* The learner will identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	Think-Pair-Sh are: Review vocabulary words with a classmate	Teacher will explain the genre of the week (realistic fiction) elements -setting -characters -plot -message	Review vocabulary words Finish any work	Weekly test Vocabulary And comprehension (genre of the week: elements) Finish any work	Weekly test

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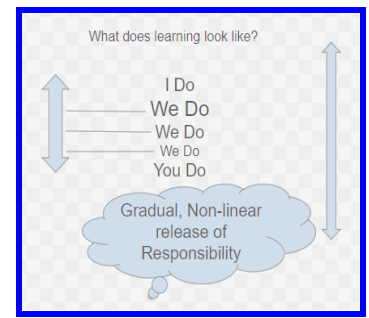
[2.3 FWISD Instructional Framework](#)

[FWISD Curriculum](#)

Teacher(s): Peaton, Licea

Grade Level: 5th

SOCIAL STUDIES Unit: History Fair

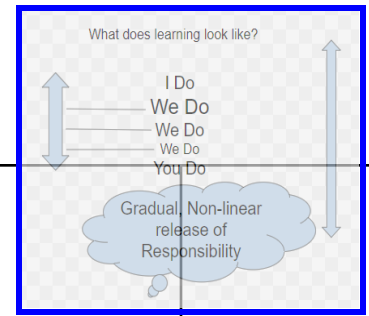


Week of:	Learning Objective (Know and Show)	Activation of Learning (≈10%)	Teach/ Model "I do" (≈25%)	Interactive Practice "WE do" (≈25%)	Practice Independent of Teacher "YOU do" (≈25%)	Closure/Check for Understanding (≈15%) "Did WE?"
Monday TEKS 5.23 ABCD 5.24AB 5.25ABCD		Think-Pair Share What do you want to learn about history?	Explain to students what is History Fair https://docs.google.com/document/d/1EaArxv9nHB57jDKf9HBZdGdsQxc_jZYNlbi-wEV4Q/edit	History Fair Teacher will explain how the history fair looks like -what are the requirements to participate <u>Need o identify</u> -Place -Event -Person	Do research about a specific: place, event or person that you want to learn Create your notes about the new information that you found	Why are you interested in studying this person / event / idea?
Tuesday TEKS	SEL	SEL	SEL	SEL	SEL	SEL
Wednesday TEKS		Think-Pair Share What do you want to learn about history?	Explain to students what is History Fair https://docs.google.com/document/d/1EaArxv9nHB57jDKf9HBZdGdsQxc_jZYNlbi-wEV4Q/edit How does one analyze, evaluate & utilize various types of materials· How do one	History Fair Teacher will explain how the history fair looks like -what are the requirements to participate <u>Need o identify</u> -Place -Event -Person Explain how to find reliable information	Do research about a specific: place, event or person that you want to learn Create your notes about the new information that you found	Why are you interested in studying this person / event / idea? Why do people conduct research?

Helpful Planning Resources

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			know if their research sources are reliable (accurate, unbiased, current, and appropriate)?			
Thursday TEKS	SEL	SEL	SEL	SEL	SEL	SEL
Friday TEKS		Think-Pair Share What do you want to learn about history?	Explain to students what is History Fair https://docs.google.com/document/d/1EaArxv9nHB57jDKf9HBZdGdsQxc_jZYNlbi-wEV4Q/edit	History Fair Teacher will explain how the history fair looks like -what are the requirements to participate <u>Need o identify</u> -Place -Event -Person	Do research about a specific: place, event or person that you want to learn Create your notes about the new information that you found	Why are you interested in studying this person / event / idea?