

Lesson Title: Give Some Credit

Date/ Time Frame	Thursday Approx 45 minutes
Type:	Shared Reading Writing
Lesson in a Series	2 of 2
Standard:	5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. PI.C.10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
Reading Behavior	• Write sentences in present, past, future, present perfect, and past perfect tenses as fits intended meaning and purpose • Write literary texts and informational text (e.g., description of a flashlight) with peers and/or independently • Write brief summaries of text and experiences using complete sentences or key words from notes or graphic organizers
Learning Intention	Students will refer back to the article to discuss what Lee may have felt being left out and knowing he was not given credit for his idea and write about a time when they had experienced something similar.
Success Criteria	Students are able to write about an experience that happened to them and relate it to what happened to Lee.
Material: ()	Achieve Article " Give The Idea Guy A Little Credit " Thinking Map or Graphic Organizer for charting thoughts
Suggested Prompts & Questions	How do you think Lee felt when left off the committee? How do you think Lee felt when his concerns about the Constitution were not heard? Take events that Lee went through and ask how he may have felt

Task - What do you want the students to do?	Students are to write comparing an experience that has happened to them as similar to Lee. Student Google Doc for writing
CFU / Rubric	Writing Rubric (maybe adjusted as this is the second week) Can be simple, but needs to be explained to students so they understand what their expectations are
Suggested Lesson Plan Format	<i>*Note: This writing activity is comparing an experience that Lee went through and how that may be similar to what they have gone through; you may want to consider doing some model writing.</i> I Do: Propose Question: Has there ever been a time where you were not given credit for an idea that you had? Or a time where no one listened to you ? How did that make you feel? <i>(think about how you would like students to respond)</i> We Do: Display the article “Give The Idea Guy A Little Credit” - Identify places in the article where Lee was not given credit or where his ideas were ignored. - Ask questions: How do you think Lee felt when left off the committee? How do you think Lee felt when his concerns about the Constitution were not heard? <i>(and any questions you create)</i> - Create a chart or map (or used the one created) I Do: Model how you take an event that happened to Lee and how he might have felt and an event that happened to you and how you would begin to write to that. You Do: Assign the students the writing assignment comparing an event that happened to Lee and a similar event that happened to them. Student Google Doc for writing
Additional Resources:	Vocabulary Routine 4 L's of Productive Partnering Standard Breakdown Bookmarks Conversation Skills Routine Comprehension Continuum