

Lesson Title: Two Letters from Boston, Massachusetts-1775

Date/ Time Frame	Friday Approximately 45 minutes
Balanced Literacy Element	Read Aloud Shared Reading Word Study Writing
Standard:	<u>RL.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <u>SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. <u>W.5.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>RF.5.3a.</u> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
Reading Behaviors	• Tell a summary of a text after hearing it read • Notice and remember the important events of a text in sequence • Write multiple paragraphs with smooth transitions • Recognize and use word parts to solve an unknown word and understand its meaning:
Learning Intention	I can include historical information in a fictional piece of writing. I can use prefixes to determine the meaning of unknown words
Success Criteria	I will know I’m successful when I write a letter pretending to be a Revolutionary soldier and include realistic details about life as a soldier. I will know I’m successful when I understand the prefixes pre-, re-, dis-, and mis- and the words with these prefixes in the letters.
Material: ()	Read Aloud: Revisit George Washington’s Socks pgs 6-7 Shared Read: Two Letters from Boston, Massachusetts- 1775 (Benchmark Unit 7, lesson 12) Prove It With Text Evidence Stems Parts of a Letter Letter from a Soldier Assignment (Add to Google Classroom and select ‘make a copy for everyone’)
Suggested Prompts & Questions	What is a primary source? How do primary sources help us understand the past? Do you think the author of GWS., used primary sources when researching the

	Revolutionary War for her book? What was life like for the soldiers? What specifically in the text makes you think that? Let's practice quoting the text exactly as it is written. Does this word have a prefix/affix/root word? What does the prefix_____ mean? Why do you think so? What do you think the word means? Why? Are there any familiar parts in that word that you can use to help you? Do you know any other words like that? Which?
Task - What do you want the students to do? Task	Students will explore primary sources and compare them with historical fiction during a class discussion. Students will determine that historical fictions contain real historical details encased in a fictional story. They will then pretend to be soldiers and write letters of their own using information from the primary source and what they've learned about the war from George Washington's Socks.
CFU / Rubric	Review Achieve 3000 Activity Scores Review virtual journals
Suggested Lesson Plan Format	<u>I Do:</u> • Read Aloud GWS pgs 6-7. Explain that George Washington Socks is a historical fiction because although it is made up, much of the history is accurate. • Ask students for a few examples from GWS of what is real and what is made up (for example, Matt is made and Katie are fictional, but George Washington did lead exhausted troops) • Next, explain that students will be reading a primary source (letters from soldiers). Explain that a primary source is a real piece of information from a time in history. Read real letters from Revolutionary soldiers. <u>We Do:</u> • Students will engage in collaborative conversations • Students will determine if both primary sources and realistic fiction can teach people about history • Students will conclude that life for soldiers of the revolution was not easy • Students will use collaborative conversations to discuss and analyze letters and words with prefixes pre-, re- dis-, dis- and mis- <u>You Do:</u> • Have students pretend they are soldiers during the Revolutionary War. Have them write a letter home describing their conditions and experiences. Their letters home will be fictional but should include accurate details about the Revolutionary War and life as a soldier. Challenge them to use words with prefixes in their letters.
Additional Resources	Vocabulary Routine Conversation Skills Routine Comprehension Continuum George Washington's Socks Comprehension Questions George Washington's Socks Activities Standard Breakdown Bookmarks

