

Lesson Content	
What Standards (national or state) relate to this lesson? (You should include ALL applicable standards. Rarely do teachers use just one; they'd never get through them all.)	READING STANDARDS FOR LITERATURE Code: LAFS.5.RL.1.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Code: LAFS.5.RF.2.6- Describe how a narrator's, or speaker's point of view influences how events are described. Code: LAFS.5.RI.1.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Code: LAFS.5.RI.3.8- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Code: LAFS.5.W.1.2- Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
Essential Understanding (What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?)	Essential Question: Identify what the definition of theme, and main idea, which was covered the previous day in class. Identify the main character, and write her different thoughts, actions, and feelings. *Students have prior knowledge of theme, main idea, thoughts, actions, and feelings. We will discuss this and transition into lesson. - Students will use a graphic organizer to organize their thoughts and text evidence -Students will infer the theme of the story from their findings on thoughts, actions, and feelings. -Students will draw evidence from the text to complete their graphic organizer.
Objective- (list three+) What will students know and be able to do after this lesson? Example: Students will be able to write capital letter at the	-Students should be able to define theme. -Students should be able to question, summarize, predict, and clarify the theme of the story. -Students should be able to write in their own words through text evidence to fill out the graphic organizer and determine the theme.

beginning of a sentence.	-Students should be able to contribute to their group and class discussion at the end of the lesson.
Rationale Why are you teaching this lesson?	This lesson is being taught to assist students with independent reading and improving their reading skills. This lesson is being taught so students can practice writing skills using graphic-organizer and text evidence. This lesson is being taught so students will understand how to infer and identify the theme of a story and what all contributes to determining it.
Evaluation Plan- How will you know students have mastered your objectives?	Once students have completed their essential task, I will have them work in groups and discuss their findings. We will then have a classroom discussion going over the thoughts, feelings, and actions they have identified. After concluding and class discussion, I will collect their papers to grade their work.
Step-by-Step Plan (What exactly do you plan to do in teaching this lesson? Be thorough.	Review: Monday: Class will read Elisa's Diary out loud and go over the vocabulary. During the first read Mrs. Pak will pin the overall idea of the story. She will go over a second read to determine and identify the main characters thoughts, actions, and feelings. Tuesday: This should take about an hour (12:30-1:30) Students are to complete their graphic organizer on the main characters thoughts, actions, and feelings.

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Molly Rose

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the Molly Rose text bar.

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