



5th Grade Winter Mini-Unit of Study

The Land I Lost Teachers' Edition



First Edition



Santa Ana Unified School District Common Core Unit Planner

Unit Title:	The Land I Lost
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Grade Level/Course:	5th grade ELA	Time Frame: 2 weeks
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Big Idea (<i>Enduring Understanding</i>): Our culture and where we come from defines who we are.	
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Essential Questions:	<p>In what ways is culture passed from generation to generation? How does learning about other cultures create acceptance? How is your culture similar/different to other cultures? <i>How does the place in which people live affect their culture and way of life? What role do traditions play in your life? How has life changed and were these changes for the better? Why do you think stories are passed down from generation to generation? why do you think grandparents play an important role in sharing heritage/ What role do family members play?</i></p>
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Instructional Activities: Activities/Tasks

21st Century Skills:	<p>Learning and Innovation: <i>Critical Thinking & Problem Solving</i> <i>Communication & Collaboration</i> <i>Creativity & Innovation</i></p> <p>Information, Media and Technology: <i>Information Literacy</i> <i>Media Literacy</i></p>
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Information, Communications & Technology Literacy

Essential Academic Language:

hamlet
highlands

cultivate
melodrama
linger
trench
rascal

What pre-assessment will be given? Students will engage in a gallery walk depicting different cultural events and making observations and predictions about how events define culture.

How will pre-assessment guide instruction?

Teacher will use student responses as a measure of how well students understand the definition of culture and how it relates to the Big Idea.

End of Performance Task: Students will work independently and collaboratively to create a culture wheel which represents their culture and that of their peers. They will engage in a collaborative academic conversation highlighting the importance of culture in our lives and how it defines who we are.

Standards:

Assessment of Standards (include formative and summative)

Content Standard(s):

Common Core Learning Standards Taught and Assessed *(include one or more standards for one*

What assessment(s) will be utilized for this unit? *(include the types of both formative assessments (F) that will be*

What does the assessment tell us?



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<p><i>or more of the areas below. Please write out the complete text for the standard(s) you include.)</i></p>	<p><i>used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i></p>	
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<p>Bundled Reading Literature Standard(s): <u>Reading Literature</u> 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 5.3 Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text (e.g. a character’s thoughts, words, or actions) 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and similes 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the end of the high range.</p>	<p>F: Assessed informally through discussions and quick writes F: Assessed informally through observation F: Assess formally and informally through conversation and participation F: Ask and answer text dependent questions citing evidence to support their answer from “The Land I Lost.” F: Students will engage in discussions based on the events in the story, demonstrating their understanding of the text. F: Vocabulary strategies will be used to determine the meaning of academic language</p>	<p>Do students correctly answer questions in pairs and small groups and refer to the text when doing so?</p> <p>Are student gaining an understanding of unfamiliar language by using vocabulary strategies and collaborative talk during close read?</p>
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<p>Bundled Reading Informational Text Standard(s): 5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text 5.3. Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>F: Vocabulary strategies will be used to determine the meaning of academic language.</p>	<p>Can students express in writing, the connection between the expository texts and the literature?</p>
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<p>5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>		<p>Can students connect the informational text to the literature?</p>
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<p><u>Bundled Foundational Skill(s) Standard(s):</u> <u>(K-5 only)</u></p> <p>5.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. 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. <p>5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally and with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>F: Assessed informally during reading of text independently, with a partner, and whole class</p> <p>F: Listen and respond to individual and collaborative groups.</p> <p>F: Students closely read passages and discuss answers with partners/groups.</p> <p>S: Students respond to journal prompt demonstrating understanding of text.</p>	<p>Are students able to read and comprehend grade level text?</p>
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<p><u>Bundled Speaking and Listening Standard(s):</u></p> <p>5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</p>	<p>F: Students participate in collaborative conversation around a given topic.</p>	<p>Are students able to work in groups and</p>
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<p>grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information about the topic to explore ideas under discussion. Follow agreed upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and line to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>F: Students work in partners to answer text dependent questions.</p>	<p>communicate their ideas effectively?</p> <p>Can students use linguistic patterns appropriately when needing additional support to answer questions and communicate ideas?</p>
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<p><u>Bundled Language Standard(s):</u></p> <p>5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) Form and use the progressive verb tenses. Use modal auxiliaries to convey various conditions. Order adjectives within sentences according to conventional patterns. Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words. <p>5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>F: Discuss vocabulary strategies during close reading and viewing of video.</p> <p>F: Participate in collaborative conversations and express ideas clearly and effectively.</p> <p>S: Respond to journal prompts as assigned by teacher</p>	<p>Can students determine the meaning of unknown words by using close reading strategies, vocabulary strategies, and during partner discussion?</p> <p>Can students effectively communicate their ideas effectively?</p>
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<p>a. use correct capitalization</p> <p>b. use commas and quotation marks to mark a direct speech and quotations from a text.</p> <p>c. use a comma before a coordinating conjunction in a compound sentence. Spell grade appropriate words correctly, consulting references as needed.</p> <p>5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. choose words and phrases to convey ideas precisely.</p> <p>b. choose punctuation for effect. differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p> <p>5.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p>5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions emotions, or states of being.</p>		<p>Can students use correct grammar and punctuation when writing?</p>
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Resources/Materials:	<p><u>Complex Texts to be used</u> Informational Text(s) Titles:</p> <p>Literature Titles: The Land I Lost</p> <p>Primary Sources:</p> <p>Media/Technology: Online Gooru unit materials; Video: “What is Culture?” (3:20) https://www.youtube.com/watch?v=o321-_U6nGY</p> <p>Other Materials: Student journal</p>
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Interdisciplinary Connections:	<p>Cite several interdisciplinary or cross-content connections made in this unit of study (i.e. math, social studies, art, etc.)</p>
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Differentiated Instruction:	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</p> <p>QTEL strategies, 3 moments in a lesson, and appropriate scaffolds will be recommended based on the needs of students.</p>	<p>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</p> <p>Special Needs: Materials offered in the differentiation folder on Gooru</p> <p>GATE: Materials offered in the differentiation folder on Gooru</p>
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SAUSD Lesson Planner - 5th Grade: The Land I Lost



Unit: 3 Lesson: 1	Grade Level/Course: 5th	Duration: Five Days
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Big Idea: Our culture and where we come from defines who we are.

Essential Questions: In what ways is culture passed from generation to generation? How does learning about other cultures create acceptance? How is your culture similar/different to other cultures?

Common Core and Content Standards	<p><u>Reading Literature</u></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>5.3 Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text (e.g. a character’s thoughts, words, or actions)</p> <p>5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and similes</p> <p>5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the end of the high range.</p> <p><u>Bundled Reading Informational Text Standard(s):</u></p> <p>5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p>5.3. Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p><u>Bundled Foundational Skill(s) Standard(s):</u></p> <p><u>(K-5 only)</u></p> <p>5.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p>
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- 5.4 Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally and with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Bundled Writing Standard(s):

5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using word phrases.
- d. Provide a concluding statement or section related to the opinion presented.

5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections including formatting, illustrations, and multimedia when useful to aid in comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases.
- d. Use precise language and domain specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events to show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

5.4 Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.

5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

5.6 With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.

5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.



5.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

- a. Apply grade 5 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 reading standards to informational text (e.g., “explain how an author uses reasons and evidence to support particular points in a text”).

Bundled Speaking and Listening Standard(s):

5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information about the topic to explore ideas under discussion.
- b. Follow agreed upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and line to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Bundled Language Standard(s):

5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)
- b. Form and use the progressive verb tenses.
- c. Use modal auxiliaries to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns.
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words.

5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. use correct capitalization
- b. use commas and quotation marks to mark a direct speech and quotations from a text.
- c. use a comma before a coordinating conjunction in a compound sentence. Spell grade appropriate words correctly, consulting references as needed.

5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. choose words and phrases to convey ideas precisely.
- b. choose punctuation for effect. differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

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	<p>5. 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context as a clue to the meaning of a word or phrase. b. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. <p>5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions emotion or states of being.</p>
<p>Materials/ Resources/ Lesson Preparation</p>	<p>Photographs for inquiry Circle Maps Video: "What is Culture?" (3:20) https://www.youtube.com/watch?v=o321-_U6nGY <i>The Land I Lost</i> text Student Journal</p>

<p>Objectives</p>	<p>Content: Students will gain an understanding of culture through video and text. Students will identify author's craft through the literary devices of imagery and flashbacks.</p>	<p>Language: Students will demonstrate their understanding of the video and text in their answers to text dependent questions, in collaborative conversation, and in writing. They will demonstrate their understanding of the literary devices used in the text in speaking and writing.</p>
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<p>Depth of Knowledge Level</p>	<p>X Level 1: Recall X Level 2: Skill/Concept X Level 3: Strategic Thinking X Level 4: Extended Thinking</p>
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<p>College and Career Ready Skills</p>	<p>X 1. Demonstrating independence X 2. Building strong content knowledge X 3. Responding to varying demands of audience, task purpose, and discipline</p>
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	<p>X 4. Comprehending as well as critiquing</p> <p>X 5. Valuing evidence</p> <p><input type="checkbox"/> 6. Using technology and digital media strategically and capably</p> <p>X 7. Coming to understand other perspectives and culture</p>
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Common Core Instructional Shifts	<p>X Building knowledge through content-rich nonfiction texts</p> <p>X Reading and writing grounded from text</p> <p>X Regular practice with complex text and its academic vocabulary</p>
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	Academic Vocabulary	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	PROVIDES TEACHER SIMPLE EXPLANATION	hamlet, highlands	cultivate, melodrama, linger
	STUDENTS FIGURE OUT THE MEANING		trench, rascal

Pre-teaching Considerations	
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CCSS Foundational Standards (K-5 only)	Continue teaching Open Court Green Section

Lesson Delivery

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Instructional Methods	Check method(s) used in the lesson: X Modeling X Guided Practice X Collaboration X Independent Practice X Guided Inquiry X Reflection
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Preparing the Learner

Day One

Directions for Pre- Assessment

1. Place inquiry Circle Maps around the room (see directions below). Each inquiry Circle Map will contain a picture of an event.

Inquiry Circle Map Procedure:

- **Think Time:** Each group stands at a separate inquiry chart. Direct groups to take one quiet minute to think about the picture on the chart and determine how this event relates to culture.
 - **Discussion:** Direct students to use the posted sentence frame to discuss how they think the picture relates to culture.
 - **Record:** After a 2-3 minute discussion, the group decides which idea to record on the chart and writes it using a pencil. They will take turns being the writer. Continue to rotate until each group has visited at least three inquiry Circle Maps.
 - **Share:** Each group will share out from the last map visited. Teacher should check for understanding to see if students identify elements of culture. Keep these inquiry Circle Maps posted because we will return to them later.
2. Quick Write: Based on information from the circle maps, how do you define culture?
 3. Watch the video **“What is Culture”**. Set the purpose for watching the video: *“Earlier we looked at events that defined culture on the inquire Circle Maps. Each inquiry Circle Map contains pictures of an event that reflects a group’s culture. Let’s watch a video to see if we can answer the question: What is Culture?”*
 4. Students will watch the video a second time and revisit their Quick Write, revising their definition of culture based new information.
 5. Introduce the Big Idea and Essential Questions
Big Idea: Our culture and where we come from defines who we are.
Essential Questions:
 In what ways is culture passed from generation to generation?
 How does learning about other cultures create acceptance?
 How is culture similar/different than other cultures?
 6. Reflection: Think about your discussion with your classmates and your definition of culture. How is your culture reflected in your home?



<p>Interacting with the Text/Concept</p>	<p>Day 2</p> <p>Lesson Opening: Have students refer to the World Map in the Student Journal. Tell them they will be reading a story today that takes place in Viet Nam. You may choose to project this under the document camera, or if you have a world map in your classroom, use that to locate Viet Nam. Have them find it on their map and color it in. They could label it with Viet Nam: Land I Lost. Tell them that you will go back to the map with each story after this mini-unit to locate and label the settings.</p> <p>OCR Text: “Land I Lost” First Read: Unencumbered pages 180-181</p> <p>The text is available for them to annotate in the Student Journal.</p> <p>Select one of the following based on the level of your students</p> <ul style="list-style-type: none"> ● Read independently ● Read with a partner ● Read in small groups based upon student need ● Read it aloud to them <p>Author’s Craft: Imagery</p> <p>Teach students about imagery. You might say: <i>Imagery is one of the most powerful devices in literature. Authors use imagery when they want to create a visual image in the reader’s mind. To do this, an author will use vivid descriptive words or phrases and figurative language to represent the objects, actions, and ideas in such a way that it appeals to our physical senses. Imagery can appeal to more than one sense at a time.</i></p> <ul style="list-style-type: none"> ● <i>Visual imagery pertains to sight and allows you to visualize events, characters, or places</i> ● <i>Auditory imagery pertains to sound, this is often in the form of onomatopoeia</i> ● <i>Olfactory imagery pertains to an odor</i> ● <i>Tactile imagery pertains to texture or touch</i> ● <i>Kinesthetic imagery pertains to movement or action</i> ● <i>Organic imagery pertains to feelings of the body, including hunger, thirst, and fatigue</i> <p>Provide your students with the synonyms for visual, auditory, olfactory, and tactile. Based upon the level of your students, you may include or delete the last two types of imagery.</p> <p>Teacher Model: I Do</p> <p>Using the following sentence, model your thinking for the students as you deconstruct the sentence. Be sure to include the sense that each phrase or section of the sentence is appealing to, and point out the figurative language that is being used.</p> <ul style="list-style-type: none"> ● The gushing brook stole its way down the lush green mountains dotted with tiny flowers in a riot of colors and trees coming alive with gaily chirping birds. <p>We Do Together</p> <p>Use the following sentence and lead students in a discussion about the sense/s that the sentence is appealing to and have students identify the type of figurative language being used</p> <ul style="list-style-type: none"> ● He fumed and charged like an angry bull. <p>You Do Together</p> <p>Have students with their partner/group decide which sense/s the following sentence is appealing to and identify any figurative language that is used. Share answers whole group.</p> <ul style="list-style-type: none"> ● The huge football player fell down like an old tree falling down in a storm. <p>You Do Alone</p> <p>Have students go through the same process identifying the sense/s it appeals to and any figurative language being used. Share with a partner/group, then share whole group.</p> <p>Second Read: Close Read for Imagery pages 180-181</p>
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Purpose: Students will reread the text looking for examples of imagery. They may highlight or underline the examples in the text. In the margin, have them write the sense it appeals to and/or the type of figurative language being used.

Third Read: Close Read to Draw the Setting pages 180-181

Purpose: Students will reread to draw the setting.

Give students a piece of construction paper and use the text to help them draw the village. When they are done, have them share with a partner/group to compare. Share a few whole group.

Reflection:

How did the author’s word choice help you to visualize the setting? Use examples from the text to support your answer.

Homework:

Students will create a Thinking Map to classify/categorize the types of imagery found in the text (this may be done over more than one day).

Day 3

1.First Read Unencumbered pp.182-189: The text is available in their Student Journal for annotation. Students will complete a Double Entry Journal to help them organize their thoughts and hold them accountable to reading.

Select one of the following based on the level of your students

- Read independently
- Read with a partner
- Read in small group based upon student need
- Read it aloud to them, or

Option: Assign this as homework the night before so students come to class prepared for the second read.

Second read: Students may work independently, in pairs, or whole class to answer these text dependent questions. Teacher should facilitate a discussion to demonstrate their understanding of the story and engage in discourse around the text:

Some suggestions for doing this may include but are not limited to:

- *Allow think time*
- *Think- pair- share*
- *Stop and jot*
- *Don’t allow pencils, students must talk and reach a consensus*
- *Give each group a question, become experts, and teach the answer to the class, providing evidence from text on document camera*

pp.182-183

1. From whose point of view is this story told? Cite evidence to support your answer.
 - *The story is told from the first person point of view. The narrator uses “I” and “my” when talking and tells about his family.*
2. How do the seasons and weather affect the family’s livelihood and jobs in the village?
 - *His father is a farmer or a hunter, depending on the season and his mother helps out during the harvest.*



3. Read page 183 again. The narrators says “But the war disrupted my dreams. The land I love was lost to me forever.” What do you think he means by that?

- *Perhaps the war destroyed the land, or maybe he was not able to go back to visit*

pp.184-185

4. How does the author illustrate that the grandmother was both strong and beautiful? Cite evidence to support your answer.

- *He tells of how she would use her teeth to eat corn or chew on sugar plants, walk for miles carrying heavy loads, and refers to the traces of beauty on her face and hands.*

5. Why was the Lunar New Year so special to the boy? What was important about this particular celebration?

- *During the Lunar New Year, children can do what they like without getting in trouble, and on this occasion, he was able to go to the theater with his grandmother.*

pp. 186-189

6. How does grandmother show that she is strong both physically and in spirit when she interacts with the rascal in the restaurant? How does she show her love for her husband?

- *Grandmother hit him in the face, then kicked him when he was on the ground. She told everyone that her husband was the one who taught her karate.*

7. How do you know that time has passed between the memory of the theater and the next one the narrator writes about?

- *The narrator talks about the fact that they visited the tombstone of his grandfather. Therefore, enough time has passed that the grandfather has since died.*

8. Foreshadowing is a tool author’s use to give the reader a “clue” as to what might happen later in the story. When the grandmother says “Dear, I will join you soon,” what does that tell us might happen?

- *Since they are at the tombstone when this happens, I think the author is letting us know that grandmother might die soon.*

9. The narrator says that even after grandmother died, her face always appeared so clearly to him. What is special about the house, the garden, and the field? Cite evidence from the text to support your answer.

- *All of these places hold special memories for the narrator. The house is where she dies, the garden is where she fed the ducks with his sister, and where the trees were planted, and the fields are where the tombstone is.*

Reflection: After reading this story, what have you learned about the Vietnamese culture? Cite evidence from the text.

Day 4

Author’s Craft: Flashbacks

Teach the students about flashbacks. You might say: *Author’s craft is the use of specific techniques that authors use to relay their message. When we read the first two pages of “Land I Lost”, we learned about a technique called imagery that helps us to “paint” a visual picture in our minds of the setting or characters. Today we are going to learn*



about another technique called flashbacks. A flashback interrupts the current action or chronological flow of the story to show a scene from the past.

- To use a flashback, the author needs to give us a clue that we are leaving the present. This can be done with a transition statement, such as, “John remembered the day his dog died.” Flashbacks can add depth to our character or suspense to the plot.
- Sometimes the author will use the past perfect (had) two or 3 times to complete the clue that we are entering real time in the past. Then the author will act out the scene with action and dialogue

Close Read for Author’s Craft: Flashback: Think-Pair-Share

1. Reread page 183. What sentence does the author use to tell us that we will be moving into the past? *“These stories are my memories...”*
2. Reread page 184 silently to find where the flashback begins. Think-Pair-Share. Draw a line where the flashback begins. Share whole group. *It begins in the last paragraph.* What is this flashback going to be about? *It will be about a time he went to the opera with her.* Identify the transition statement the author uses to signal that we are going into the past? *“When I was a little boy my grandmother often took me to see the opera.”*
3. Reread pages 185-186. Draw a line where this flashback story ends. *It ends after the second paragraph on page 186.* Where does the next flashback occur? How do you know? Circle the word/words that helped you decide. *It begins in the third paragraph. The author signals that it is a flashback by using past perfect, had.* Is this the author’s memory of something that he experienced with grandmother? How do you know? *This is not something that he experienced with grandmother because he would not have been born. I can infer that this is a story that he heard when he was young.*
4. Reread pages 187-188. What was this second flashback story about? Read-Think-Pair-Share. Share whole group. *This story tells about a time when the grandmother and grandfather were being bothered in the restaurant by a rascal. The rascal kept bothering them and eventually kicked over their table. Grandmother kicked him in the chin and he collapsed on the ground. When everyone asked her who had taught her karate she replied, “Who else? My husband!”* How did this change everyone’s opinion of her husband? Use a quote from the text to support your answer. *They treated him with respect. “Anytime he had some business downtown, people treated him very well.” or “And whenever anyone happened to bump into him on the street, they bowed to my grandfather in a very respectful way.* Draw a line where the third flashback begins. *The line should be drawn between the second and third paragraphs.*
5. Reread the last paragraph on page 188 and page 189 to determine what this flashback is about. How does the author signal that a flashback is going to occur? *He uses a transition statement, “One morning”.* What does this story tell about? *It tells about the grandmother’s death.*

Reflection: As you read these three flashbacks, what did you learn about the grandmother? What did you learn about the author? Use evidence to support your claim. Discuss whole group. (Teachers, this may be used as a practice prompt for extended response)



	<p>Writing:</p> <p><u>Teacher Modeled: I Do</u> Model using an experience using something obscure that the students would probably not use. As you model for the class, be sure to explain your thinking along the way. Example: I will never forget the first time I saw Lake Tahoe. <i>This signals that I am going to tell about something that happened in my past.</i> We had been driving for what seemed like hours, and I had dozed off after being lulled by the movement of the car. <i>This is another signal that I am going to tell about the past.</i> I heard my husband say, “You better wake up. You are going to want to see this!” I opened my eyes to the most spectacular vision glistening before me. This flashback would continue to describe the scene, etc.</p> <p><u>We Do Together</u> Choose an experience that most of the students would have shared, like going to Disneyland or watching a scary movie. Write this one getting feedback from students and pointing out your use of transitions and/or past perfect (had).</p> <p><u>You Do Together</u> With a partner or group, have students write their own. Monitor their progress and give feedback when necessary. Put 2-3 under the document camera to edit. Use this as an opportunity to point out language conventions, etc.</p> <p>Homework: Ask your parents (or someone who lives with you) to share a special memory with you. Ask them how it relates to your family’s culture. Record their response and be prepared to share with the class.</p> <p>Day 5</p> <ol style="list-style-type: none"> 1. Explain to students that today they will be doing a close read to gain deeper insight into the culture of the characters. 2. Facilitate a brief discussion about the different roles and responsibilities that exist in home communities, and cultures (perhaps connect to “jobs” we have had in classrooms as a younger student) 3. Have students read pages 182 - 183 of <i>The Land I Lost</i> (available in student journal to annotate) and focus on the roles and responsibilities of those that live in the hamlet. 4. Have students decide which map to use in order to classify jobs into categories. 5. Students work independently to create a classifying map demonstrating the roles and responsibilities of those in the hamlet based on evidence from the text. 6. Share out with partner, collaborative group, or whole class. 7. Quick write: How do these roles reveal the traditions and belief of the author’s culture?
	<p>8. Reflection: What are the rules and responsibilities in your home? Chart on a tree map and write a paragraph about how you think these roles and responsibilities relate to your culture.</p>

SAUSD Lesson Planner - 5th Grade: The Land I Lost



Differentiated Instruction:	English Learners: Linguistic patterns to support thinking skills (found in green Focused Approach binder)	Students Who Need Additional Support: See Differentiation folder on Gooru	Accelerated Learners: See Differentiation folder on Gooru
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Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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The World

Arctic Ocean



Southern Ocean

















Quick Write
What is Culture?

Before watching the video answer the question “What is culture?”

Revisit the question, “What is culture?” after each activity. Has your definition changed?

Circle Map	
Video	
Consensus with group	

The Land I Lost: Adventures of a Boy in Vietnam

I was born on the central highlands of Vietnam in a small hamlet on a riverbank that had a deep jungle on one side and a chain of high mountains on the other. Across the river, rice fields stretched to the slopes of another chain of mountains.

There were fifty houses in our hamlet, scattered along the river or propped against the mountainsides. The houses were made of bamboo and covered with coconut leaves, and each was surrounded by a deep trench to protect it from wild animals or thieves. The only way to enter a house was to walk across a “monkey bridge” -- a single bamboo stick that spanned the trench. At night we pulled the bridges into our houses and were safe.

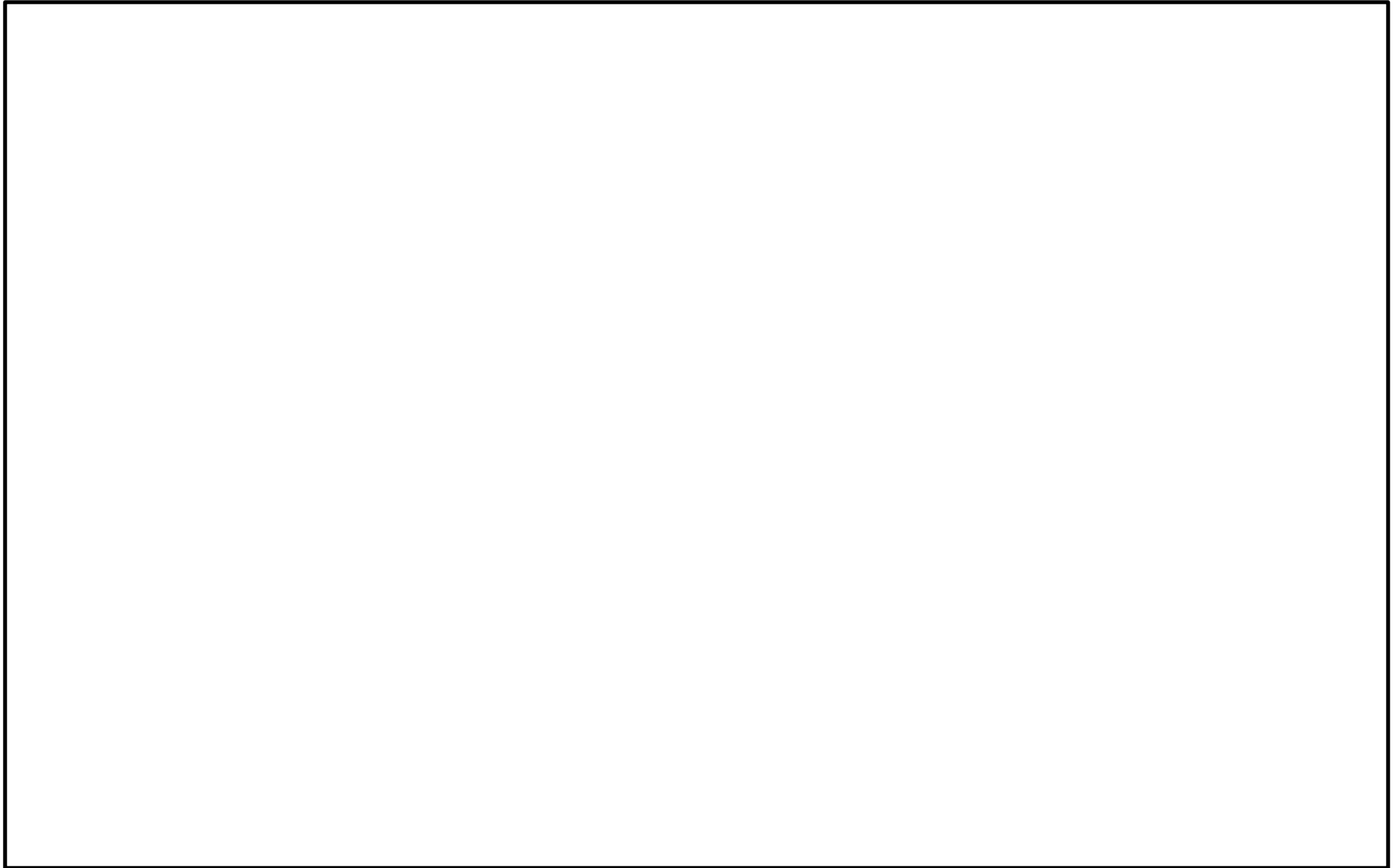
There were no shops or marketplaces in our hamlet. If we needed supplies -- medicine, cloth, soaps, or candles -- we had to cross over the mountains and travel to a town nearby. We used the river mainly for traveling to distant hamlets, but it also provided us with plenty of fish.

During the six-month rainy season, nearly all of us helped plant and cultivate fields of rice, sweet potatoes, Indian mustard, eggplant, tomatoes, hot peppers, and corn. But during the dry season, we became hunters and turned to the jungle.

Wild animals played a very large part in our lives. There were four animals we feared the most: the tiger, the lone wild hog, the crocodile, and the horse snake. Tigers were always trying to steal cattle. Sometimes, however, when a tiger became old and slow it became a man-eater. But a lone wild hog was even more dangerous than a tiger. It attacked every creature in sight, even when it had no need for food. Or it did crazy things, such as charging into the hamlet in broad daylight, ready to kill or to be killed.

The river had different dangers: crocodiles. But of all the animals, the most hated and feared was the huge horse snake. It was sneaky and attacked people and cattle just for the joy of killing. It would either crush its victim to death or poison it with a bite.

Thinking Map for Imagery

A large, empty rectangular box with a black border, intended for students to draw or write their thoughts related to imagery.

Double Entry Journal

The Land I Lost

Main Points from the Text	Supporting Evidence

The Land I Lost

Text Dependent Questions

1. From whose point of view is this story told? Cite evidence to support your answer.
2. How do the seasons and weather affect the family's livelihood and jobs in the village?
3. Read page 183 again. The narrator says "But the war disrupted my dreams. The land I love was lost to me forever." What do you think he means by that?
4. How does the author illustrate that the grandmother was both strong and beautiful? Cite evidence to support your answer.
5. Why was the Lunar New Year so special to the boy? What was important about this particular celebration?

6. How does grandmother show that she is strong both physically and in spirit when she interacts with the rascal in the restaurant? How does she show her love for her husband?

7. How do you know that time has passed between the memory of the theater and the next one the narrator writes about?

8. Foreshadowing is a tool author's use to give the reader a "clue" as to what might happen later in the story. When the grandmother says "Dear, I will join you soon," what does that tell us might happen?

9. The narrator says that even after grandmother died, her face always appeared so clearly to him. What is special about the house, the garden, and the field? Cite evidence from the text to support your answer.

Roles and Responsibilities

Directions: Read pages 182 - 183 of *The Land I Lost* and create a classifying map demonstrating the roles and responsibilities of those in the hamlet based on evidence from the text.

Reflection

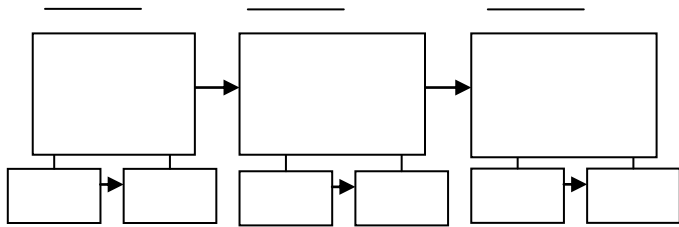
Roles and Responsibilities

What are the roles and responsibilities in your home? Chart on a tree map and write a paragraph about how you think these roles and responsibilities relate to your culture. Use the back of the page if you need more space.



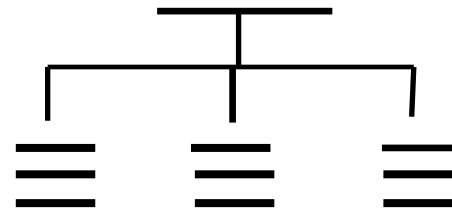
Which Thinking Map matches the structure of the text that the author used?

Flow Map: “How To”, Sequence, Chronological order (time)



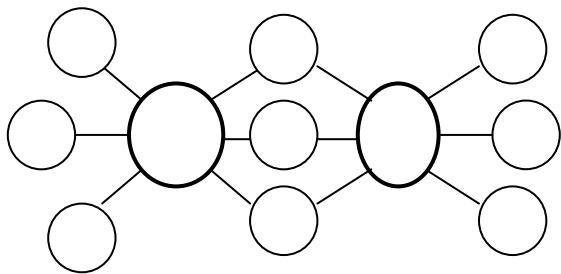
Words you might see: first, second, third, then, next, after, later, finally, at last, before, in the end, earlier

Tree Map: Main Idea and Details, Classifying and Categorizing



Words you might see: all about, types, kinds; (there is a main statement and then details that support the main idea that informs.)

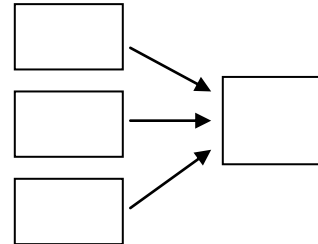
Double Bubble Map: Compare and Contrast



Words you might see: **Same:** also, as well, similarly, so, too, as well
Different: although, but, even though, however, instead of, yet

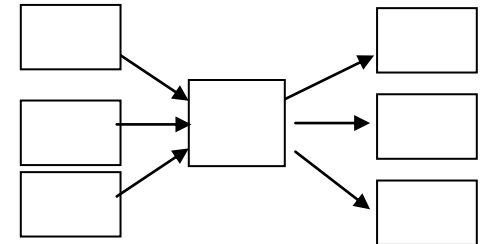
Multi-Flow Map: Cause/Effect or “To Explain Why” causes leads an event that causes effects

Many causes lead to one effect



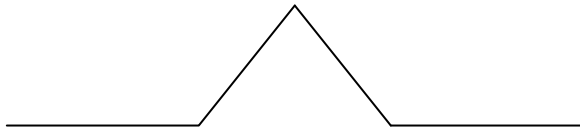
Words: because, one reason, another reason, for instance, in fact, for example, since, such as, of course, that is, actually

causes leads an event that causes effects



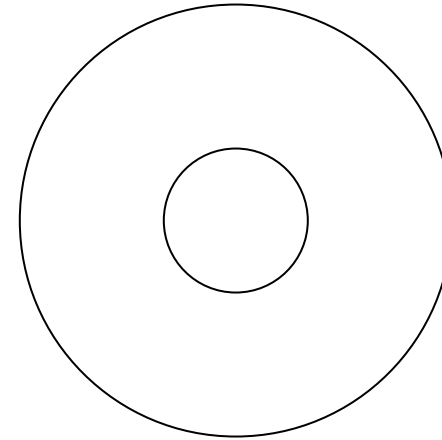
Words: so, as a result, because of this, hence, then, therefore, thus, accordingly, because of ____, we have ____.

Bridge Map: Seeing Relationships – how things remind you of something else



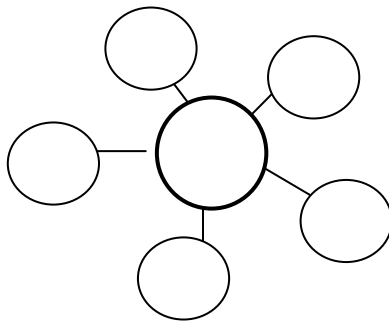
Words you might see: just like, as ___ as, same as, looks like, reminds,

Circle Map: Defining



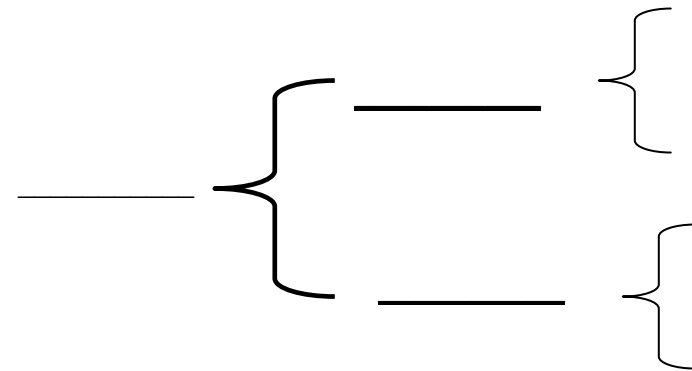
Words you might see: can be defined, is a, has, definition

Bubble Map: Describing a person or place



Words you might see: can be describes, is, has, (lots of adjectives!)

Brace Map: Whole to Parts



Words you might see: parts of, has the following, has (must be physical things that are parts of a whole)



Unit: 3	Grade Level/Course:	Duration: Two Days
Lesson: 2	5th:	

Big Idea: Our culture and where we come from defines who we are.
Essential Questions: In what ways is culture passed from generation to generation? How does learning about other cultures create acceptance? How is your culture similar/different to other cultures?

<p>Common Core and Content Standards</p>	<p><u>Reading Literature</u></p> <p>5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>5.3 Compare and contrast two or more characters, settings, or events in a story drawing on specific details in the text (e.g. a character’s thoughts, words, or actions)</p> <p>5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and similes</p> <p>5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the end of the high range.</p> <p><u>Bundled Reading Informational Text Standard(s):</u></p> <p>5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p> <p>5.3. Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p><u>Bundled Foundational Skill(s) Standard(s):</u></p> <p><u>(K-5 only)</u></p> <p>5.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">a. 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.</p> <p>5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">a. Read on-level text with purpose and understanding.</p>
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- b. Read on-level prose and poetry orally and with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Bundled Writing Standard(s):

- 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using word phrases.
 - d. Provide a concluding statement or section related to the opinion presented.
- 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections including formatting, illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases.
 - d. Use precise language and domain specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
- 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events to show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- 5.4 Produce clear and coherent writing (including multiple- paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.
- 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 5.6 With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting.
- 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
- 5.9 Draw evidence from literary and informational text to support analysis, reflection, and research.



- a. Apply grade 5 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 reading standards to informational text (e.g., “explain how an author uses reasons and evidence to support particular points in a text”).

Bundled Speaking and Listening Standard(s):

- 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information about the topic to explore ideas under discussion.
 - b. Follow agreed upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and line to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Bundled Language Standard(s):

- 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - b. Form and use the progressive verb tenses
 - c. Use modal auxiliaries to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns.
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words.
- 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. use correct capitalization
 - b. use commas and quotation marks to mark a direct speech and quotation from a text.
 - c. use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade appropriate words correctly, consulting references as needed.
- 5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. choose words and phrases to convey ideas precisely.
 - b. choose punctuation for effect. differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- 5.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context as a clue to the meaning of a word or phrase.

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	<p>b. Use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similies and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p>5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions emotions or states of being.</p>
Materials/ Resources/ Lesson Preparation	Student Journal

Objectives	Content: Students will work independently and as a group to create a visual representation of their cultures and present it to the class.	Language: Students will use discipline specific language and collaborative academic conversation stems to present their representations to the class.
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Depth of Knowledge Level	X Level 1: Recall X Level 2: Skill/Concept <input type="checkbox"/> Level 3: Strategic Thinking <input type="checkbox"/> Level 4: Extended Thinking
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College and Career Ready Skills	X 1. Demonstrating independence X 2. Building strong content knowledge X 3. Responding to varying demands of audience, task purpose, and discipline <input type="checkbox"/> 4. Comprehending as well as critiquing X 5. Valuing evidence <input type="checkbox"/> 6. Using technology and digital media strategically and capably X 7. Coming to understand other perspectives and culture
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Common Core Instructional Shifts	<input type="checkbox"/> Building knowledge through content-rich nonfiction texts
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	X Reading and writing grounded from text X Regular practice with complex text and its academic vocabulary
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Academic Vocabulary	Academic Vocabulary	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	PROVIDES TEACHER SIMPLE EXPLANATION		
	STUDENTS FIGURE OUT THE MEANING		

Pre-teaching Considerations	Students should be able to work in collaborative groups and follow the collaborative norms.
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CCSS Foundational Standards (K-5 only)	Continue teaching Open Court Green section
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Lesson Delivery

Instructional Methods	Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice X Collaboration X Independent Practice <input type="checkbox"/> Guided Inquiry X Reflection
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Preparing the Learner

Day One

1. Remind students that we have learned we all belong to a culture which helps to define who we are. Ask students to reflect on their definition of culture. This definition may include our beliefs, the food we eat, and behavior or traditions that we learn and pass on to future generations. We usually express our culture in certain ways, such as how we dress, what we eat, what we believe, and how we play and celebrate.
2. Teachers should begin by modeling how to complete a culture wheel. (You may do one on your own, or a sample has been provided for you). Make sure to model the cognitive process as you complete the parts.
3. Before they begin, have students talk with a partner about things they do that are traditions in their family. Think about what your parents or grandparents tell you about how to do things and what you believe. Encourage them to include at least two items from their cultural background for each of part of the culture wheel. You may draw symbols that are unique to your culture. For example, an eagle on a pear cactus is a symbol from the ancient Aztec.
4. Students will be working independently. Each student will complete a Culture Wheel to reflect their own culture. Remind them to think about what their parents or grandparents tell them about how to do things and what they believe. They must include at least two items from their cultural background for each of the parts of a culture.
5. After each student has finished their Culture Wheel, have them work in groups to discuss what is special to each person's family and culture.
6. Optional: have students share out to the entire class, or have them work in "round robin" style within their collaborative groups to share their wheels. Provide sentence frames to support students in oral language support if necessary.



<p>Interacting with the Text/Concept</p>	<p>Day Two</p> <ol style="list-style-type: none"> 7. Have groups review what is special to each person’s culture. 8. Instruct groups that they will make one big Culture Wheel that reflects all of their ideas. 9. Review the four parts of the wheel (see attached). 10. Each student should add to the wheel using information from their own wheel and a different colored pen/pencil to show their participation.
<p>Extending Understanding</p>	<ol style="list-style-type: none"> 11. Display Culture Wheels throughout the room. Allow groups to review other group’s projects (similar to the Gallery Walk protocol). 12. Collaborative Discussion: Ask students how this activity has contributed to their understanding of culture. Relate the conversation back to how diversity creates an understanding towards other cultures (Big Idea). How does learning about other cultures create acceptance? How is your culture similar/different to other cultures? 13. Optional activity: Culture Assignment - Teachers, you may choose to do this at the end of this mini-unit or complete it at the end of the entire Heritage unit when students have had the opportunity to learn about multiple cultures and places in their world. Directions follow the lesson reflection. Time: approximately 3 additional days. 14. Reflection: Explain how this activity has contributed to your cross-cultural understanding. In what ways have you gained greater understanding or respect for another culture or for someone in your class, school or community? <p>Optional Culture Assignment:</p> <ol style="list-style-type: none"> 1. Tell Students: <i>“At home, school, work and play, we are often members of a team or a group trying to reach a common goal. Wherever people around the world play team games and sports, they want to win and have fun. Sometimes living and working together takes teamwork, too. Understanding other people’s cultures can help you work better and make your team stronger. You get to use some of the things you’ve learned about cultural understanding this year in a real-world context. In this exercise, giving a great team presentation makes you a winner.”</i> 2. Your team will create a presentation or a performance about culture that will inspire the class to act in ways that promote building a school community where everyone feels accepted and valued. The form and content of the presentation is up to you. It might be a drama, a factual presentation or a multimedia presentation. Your presentation should make your classmates enthusiastic to promote building a school community where everyone feels accepted and valued. 3. Your school is becoming increasingly multicultural. You now have the following cultures represented: Hispanic, Vietnamese, and African American and Caucasian. Students, teachers, administrators and parents want to build a school community where everyone feels accepted, respected and valued. You are a member of a team of “Cultural Specialists” who have been hired by the principal and the school’s human relations committee to find ways to increase cultural understanding and consideration in our school. You were hired for this assignment because it is well known that you have learned a great deal about culture and that you have the skills required to understand other cultures and to cross cultures cleverly and respectfully.

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	<p>4. Divide students into groups of 4 or 5. Each team member will act as a cross-cultural counselor to gather information and materials on the various cultures on campus. Two members will be artists/photographers to creates or collects images and graphics. Each member is responsible for their part to writes up the presentation materials. The team leader designs the presentation with the input of all member, and leads members in a rehearsal and assigns roles for a successful presentation.</p> <p>5. Introduce and go over in detail, the following rubric so all students are aware of expectations and responsibilities. (<i>see rubric after lesson</i>)</p> <p>6. Allow students ample time to plan, research, prepare, and present.</p>
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Differentiated Instruction:	English Learners:	Students Who Need Additional Support:	Accelerated Learners:
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Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes	
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Oral Presentation Rubric

TRAIT	4	3	2	1
NONVERBAL SKILLS				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

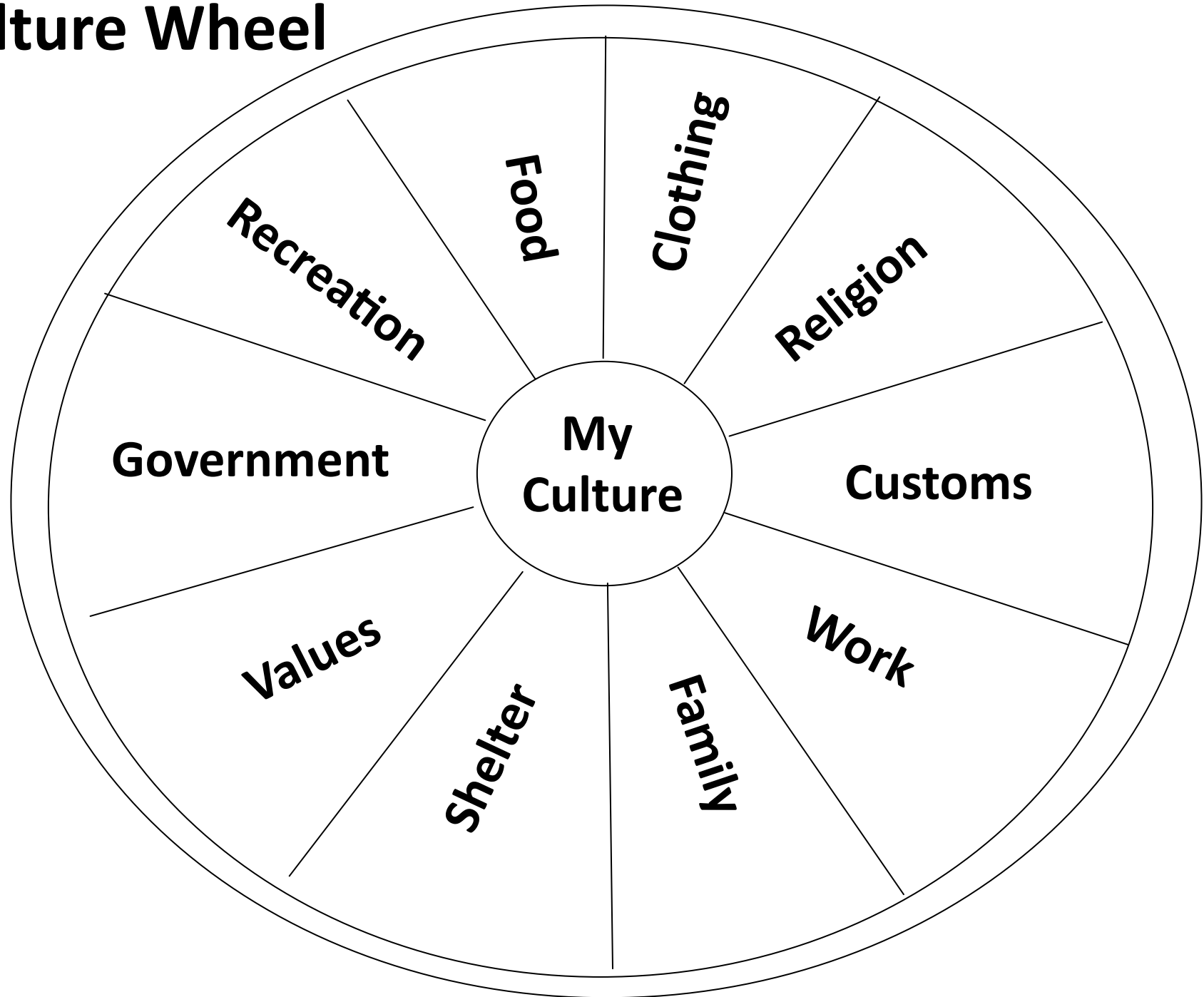
VERBAL SKILLS	4	3	2	1
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

CONTENT	4	3	2	1
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS:

Culture Wheel



Culture Wheel

