

**Dakota State University
College of Education
LESSON PLAN FORMAT**

Name: Mickeala Boyd

Grade Level: 5th

School: Dakota State University

Date:

Time:

Reflection from prior lesson

(What would the students need to do previously to be successful with the lesson? What will you need to keep in mind while teaching this lesson?): **In class we went over what opinion words the author would use to explain their point of view.**

Lesson Goal(s) / Standards:

5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Lesson Objective(s):

They will find the perspective on the author's topic in the informative text and write 2-3 paragraphs about the author's perspective and how they came to that conclusion.

Student Friendly "I can" Statement/s:

I can determine the author's perspective in an informational text by recognizing the author's critical questions about the writing.

Materials Needed:

- [NearPod](#) (not student paced)
- [Nearpod](#) (student Paced)
- Page 243 in the reading Source Strategies textbook
- [Newsela](#)

8T2VC8

[Newsela direct link](#)

Contextual Factors/ Learner Characteristics:

The class is all at the 5th grade reading comprehension level.

The Lesson

- **Introduction (include time allotment)**

- **getting attention:** 5-4-3-2-1 (countdown from 5)
- **creating a need to know:**

Today, in 5th-grade class, we will work on something that will help us comprehend our text when we read. Previously, we found the author's point of view by locating the opinion words in the reading. Now we will be figuring out the author's perspective to help us understand how to determine the importance of the text.

- **relating to past experience and/or knowledge:**

Before we begin this lesson, let's review what we worked on last and how that could help us identify the author's perspective in writing. Could any of you explain what opinion words the author could have used in their writings?

- The students will be using a near pod to complete the question that is asked. They will be allowed to work as partners if needed. However, each student will post a word on a collaboration board to see all the different types of opinion words.

Great work on thinking of a few different types of Opinion words. Here are a few of the options you all could have said and the words we look at in our last lesson. We learned how to identify the author's point of view by looking at the type of words they were using. We can look at these words in the reading that we will be working on to help us identify the author's perspective on the topic they wrote about.

- **sharing objective, in general terms (I can):**

Today, we will be diving into different types of questions that can help us figure out the author's perspective of the writing.

I can determine the author's perspective in an informational text by recognizing the author's critical questions about the writing.

- **Content Delivery** (include time allotment & instructional methodologies)

- Time: 15-20 minutes
- Instructional Methodologies: Whole class, identifying the author's perspective on the topic in an informative text.
- I do (Before Reading):

First, I am going to take a look at a small piece of writing. I will look at the same writing that we read in the last lesson to save time. Also, this way, we do not have to read a lot of different articles. We have already read through this paper once and have understood what the topic is about. Since we have read it, I am going to ask myself: How can I identify the author's perspective of the topic to understand the text better?

To help me identify the author's perspective, I need to do a series of 4 steps:

1. Reread the title and determine what the topic will be about

The title is "Healthy food and exercise can help a young brain."

I think the topic will be about how eating healthy food and exercise will help a growing brain learn and process information better.

- Go into step 1.

Great work, guys! I have seen some great responses, and it looks like you all know how to identify the topic by looking at the title. Now we will look at step two.

2. Reread the first and last paragraph

Right now, we all will take a few minutes to reread the first and second paragraphs.

- At this time, I would give the students a few minutes to read the first and the last paragraph of the article.

Now that we have reread the paragraphs let's talk about those paragraphs; summarize your thoughts about those paragraphs. Also, talk about the areas you think the author showed their perspective.

5-4-3-2-1

You all have some fantastic ideas about where the author showed their perspective.

Could I have two people share what they and their elbow partner talked about?

Those are excellent thoughts. I like the amount of detail you put into your summarization of the paragraph.

Step three

3. Let's think about "what the author is saying?" How is the author talking about health and exercise for young brains? Since we have read this article before, we will have you all answer this question on the near pod. Choose which one you all think is the proper answer to what the author is talking about in writing.

- I am going to have a question on the near pod that has four answers to it. I am going to have them quickly answer this on the Nearpod. Once they have all responded to the question, I am going to talk about the correct answer.

The author of this article is giving many facts supporting the sound effects of healthy eating and exercise. The author also talks about the excellent food that we should put in our bodies. The author bashes junk food and unhealthy food and explains how those do not give you the proper nutrients to create brain cells. The author says that with exercise, you can reward your brain.

Finally, step number 4

4. Read, collect, connect.

We have read the document, collected our thoughts. Finally, let's connect all of those ideas to identify the author's perspective on the topic.

Without talking to your partners, let's do a quick poll on whether we think the author supports eating healthy and exercising to help the brain or if not.

Why do we think that the author agrees with this? That right; she didn't talk about the opposing side of the topic. The author also had so many facts to back the side that they supported. Also, the author didn't have supportive text when talking about junk food and so forth.

- We do (Modeling - During Reading):

- This section will go hand in hand with the "I do" First, I will form my opinion of the topic, and then I will have the students do the same. This way, I can see if the students understand the process right away.
1. Now that I have shown you what to do, I will have you guys do it as well. Look at the title of the paper I have on the board. Reread the title and then explain in your own words what you think the article will be about.
 - In the Nearpod, I will have a part where the students will answer this question. This way, they have time to think over the question and submit their thoughts. During this time, I will be walking around the room, answering questions, and making sure the students are working.
 2. - I will have the students reread the first and last paragraph of the document I am looking at. Then I will have them talk with their elbow partner about what those two paragraphs were explaining and what parts they thought the author showed their perspective of the story. During the sharing time with partners, I will be walking around the room. Making sure they are sharing their opinions and also letting them know if they have done it correctly. Finally, before I move to step three, I will ask the class to share their thoughts aloud.
 3. - The students will answer the question that is on the near pod. After they have responded to the question, I will explain why the correct answer is correct.
 4. - The students will take a poll on what they believe the author's perspective of the story is. Then we will have a whole class discussion on our thoughts. I will make sure the students are saying words, and I would create questions if they are not getting involved in the debate. To make it easier for them to talk about the topic.

- You do (Independent Work - During/After Reading)

We have done just a fantastic job figuring out the perspective of the author's text. Once I have finished explaining what you all will be doing, I will send you off to work on your own. On Newsela, have a reading called "video game develop skills" assigned. You all will read over this document, and then you go over the four steps just like we did in

class to identify the author's perspective. After you have accomplished all four steps and determined the author's perspective, I will have you all write 2-3 paragraphs. In those paragraphs, I want you to tell me about the author's writing perspective and then explain how you came to that conclusion. At this time, I want you all to make sure you can get into the writing and then also understand what is expected.

- Closure (include time allotment)

- Re-draw attention to I Can statement: 5-4-3-2-1
- Wrap up Lesson OR Send off for independent work
- We all have access to the class, and have I answered all the questions?
Great work today on determining the author's perspective in an informational text by recognizing the author's key questions' point of view. Finally, I will have the four steps on the final slide, and I will also have the questions about what you will need to write about in your 2-3 paragraphs. Best of luck, and remember to refer to the board before you ask questions.

- Assessments Used

- - how did I assess the students what
 - Observations
 - Questions
 - Discussion
 - Write 2-3 paragraphs

- Differentiated Instruction (Text Complexity, Small Group, Language Supports, etc)

- For the students that might need extra help or even students who will need the assignment to be harder.
- They will not need extra help or changes to the assignment.

- Resources (What did you use to resources did you use to plan your lesson (Pages in the Reading Strategies Book, Teaching Reading Sourcebook, etc)

- Reading Strategies Book