These lesson notes were developed by current SCUSD teachers who have used the William and Mary curriculum in its entirety for at least one year. What follows are their suggestions for a successful implementation of the curriculum unit.

**5th Grade Patterns of Change**

|  |  |  |
| --- | --- | --- |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 1 | 1 week | * Prior to starting the lessons in this unit, take time to create 3-section notebooks (or provide sections in a binder) for students. * Use Pre-assessment Packet from GATE Office * Provide craft paper for the homework assignment. Some teachers may wish to complete the homework assignment in class (provide the necessary craft materials) |
| 2 | 1 ½ weeks | * Decide in advance how students will share collages (gallery walk, group share-out, or whole class, etc.) * Review Taba Model (TG pg. 17-18) * Review Samples of Cyclic Patterns of Change (TG pg. 70) * Display discussion questions (TG pg. 66-68) for students to see during discussion. |
| 3 | 1 week | * Grammar Pre-assessment is located on TG pg. 209 * Explore Parts of Speech takes approx. 20-30 minutes * Students will require scissors * Consider listening to the full version of the poem, “On the Pulse of Morning” online * Teacher may wish to share the “Vocab Helper Points” and prefix.root.suffix” with students (flies located on the U: Drive) * Develop a classroom library with ample poetry books. * Teachers may want to research additional interpretations of “On the Pulse of Morning” online |
| 4 | 1 week | * Plan in advance how words will be assigned for Learn Literary Terms * Consider giving students a copy of “Literature Web Helper Sheet” (file located on the U: Drive) * Additional blank Literature Webs are available on TG pg. 133-139 * Provide a selection of folktales that model the Home-Away-Home plot line. * Assign Homework (TG pg. 83) |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 5 | 1 week | * Pre-plan how students will be grouped for novel assignment (leveled, interest, behavior, etc.) * Have students (as a group) determine which pages/chapters they will need to read each day in order to finish by **your** given due date. Provide a blank calendar for them to use. * Decide if students will read in class as a group, at home independently, or a combination of the two. If reading in class, plan to add 20 minutes to your Language Arts block. * Use “Reading Response Journal Prompt.bookmark” (file available on the U: Drive) * Consider developing packets to accompany the Novel Assignment (SG pgs. 43-50, 65) * First novel synthesis will occur in Lesson 12 * Consider using composition books to create Literature Journals for Novel Studies |
| 6 | 1 week | * Use Hamburger Model on U: Drive * Assign Homework paragraph (as it will be referenced throughout the unit) * See Notes to Teacher” (TG pg. 97) and gather highlighters * Students continue to read novels |
| 7 | 1 week | * Have students reread “The Helpful Badger” and “On the Pulse of Morning” either for homework the night before or in class, as both will be referenced in this lesson. * Consider teaching Unit Cycles Matrix, early (TG pg. 107) and have students complete the top two rows of Activity 8C * Determine partners for peer editing * Students continue to read novels. |
| 8 | 1 week | * Locate examples of paintings by Monet online * Provide extra samples of pantoum poems (TG pg. 107) * Create a “metaphor chart” to add to throughout the year and post in the classroom. Have students keep a copy in their journals * Students continue to read novels |
| 9 | 1/2 week | * Students continue to read novels |
| 10 | 1 week | * Determine small groups and then partners * Keep in mind that when comparing poems, students will be comparing both Dickinson poems to the Ceravolo poem, so you may want to group students in 4’s or 3’s instead of partners * Students continue to read novels |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 11 | 1 week | * Locate copies of editorials presenting different points of view on a relevant (age appropriate) issue and make copies for small groups (some editorials are available on the U: drive) * Determine small groups * Develop sample research issues to share with students, if needed * Plan time for students to research their issue (this time is not included in the pacing). This project will continue in Lesson 18. * During research, be sure students use SG pgs. 95-100 * Students continue to read novel * Have blank Hamburger Models ready for Persuasive Writing (available on the website) |
| 12 | 1 week | * During this lesson, be sure not to give away any important details of the ending of the novel. Students will be doing a second novel from the same novel list. * Consider condensing discussion question from TG pg. 130 and distributing them to each group to use in guiding their discussion prior to completing group Literature Webs. * Provide time to research the author online (predetermine websites, if possible) * Continue research from Lesson 11 |
| 13 | 1 week | * Provide sample mandalas * Consider enlarging mandala * Students can work on their mandalas in groups, as suggested in the TG, on individually * Continue to do research |
| 14 | 1 week | * Consider chunking the writing into small sections * Continue to do research |
| 15 | 1 week | * Locate a plethora of pictures of flowers from magazines, clip art, seed packs, etc. for the students to use when making a memory wreath * Continue to do research |
| 16 | 1 week | * Chart paper * Provide a list of sample relevant school issues * Continue to do research |
| 17 | 1 week | * Continue Unit Cycle Matrix from Lesson 8 * Novel *My Daniel* is introduced, due in Lesson 20; you may make packets (SG pgs. 140-146) |
| **Lesson #** | **Anticipated Timeline for Pacing** | **Notes for the Teacher** |
| 18 | 1 week | * Students will work with a partner to teach the rest of the class a vocabulary word from *My Daniel*. * Students will plan and draft persuasive essays based on their research from Lesson 11 * Students take notes on vocabulary words presented by their classmates (see Homework TG pg. 170) * Students continue to read novel |
| 19 | 1/2 week | * Students will need blank construction paper to complete homework * Students continue to read novel |
| 20 | 1 week | * Students must complete homework to be ready for Lesson 20 * Discussion and activities are similar to those done in Lesson 12 with group novels. * Mobiles may need to be completed for homework * Persuasive paragraph could be extended into a five-paragraph essay |
| 21 | 1 week | * Create a list of problems for students to use when writing a sonnet * Research is due in Lesson 22 |
| 22 | 1 week | * Consider having students present through alternate modalities (technology, wax museum, etc.). * Students must complete Homework (TG pg. 188) |
| 23 | 1 week | * Consider digging deeper into the “Final Writing Assignment” and reorganizing the prompt. |
| 24 | 1 week | * Use Post-assessment Packet from GATE Office |

Additional Notes:

* Please take photos of or submit copies of excellent student work samples to the GATE Office (Box 754)