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| Summary |
| \*Lesson Title (create a title for your lesson):Exploring the ‘Fiction’ literary genre through *Swiss Family Robinson* |
| \*Lesson Summary (1-3 sentence summary):The students will read the book Swiss Family Robinson by Johann Wyss and will then unpack the book to investigate the various forms of the ‘Fiction’ literary genre. Students will also learn about the Social Studies concept of Leadership and how that is portrayed in the novel.  |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.):Language Arts, Social Studies |
| \*Intended Audience/Grade Level: 5th Grade | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame):2 days- 50min each |
| Standards and Purpose |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ):

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| **STANDARD CODE** | **STANDARD** |

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| LACC.5.RL.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| LACC.5.RL.1.2 | 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.*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |

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| LACC.5.RL.1.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| LACC.5.RL.3.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| LACC.5.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. 1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
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| LACC.5.RI.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| LACC.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.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| LACC.5.RI.1.3 | Explain the relationships 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.*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning |

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| LACC.5.W.1.3 | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.*Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
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| LACC.5.W.3.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.*Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts |

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| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here):<http://ufdc.ufl.edu/UF00083210/00001-> UFDC Literature Collection<http://ufdc.ufl.edu/UF00048458/00001-> UFDC Literature Collection<http://ufdc.ufl.edu/UF00085415/00001-> UFDC Literature Collection<http://ufdc.ufl.edu/UF00086694/00001-> UFDC Literature Collection<http://ufdc.ufl.edu/UF00027938/00001-> UFDC Literature Collection |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.):What are the major elements of the fiction genre and how do they appear in the novel Swiss Family Robinson?What are the qualities of a good leader? | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.):Day 1:Students will be able to:1. Identify the major elements of fiction and relate those elements to the book, *The Swiss Family Robinson*.
2. Recall whether *The Swiss Family Robinson* is realistic fiction, non-realistic fiction, or semi-fiction.
3. Identify the difference between realistic fiction, non-realistic fiction, and semi-fiction.
4. Piece together random plots, characters, settings, and conflicts and create their own fiction story.

Day 2:Students will be able to: 1. Identify characteristics of a good leader and the importance of leadership.
2. Write a letter to the fictional characters using details from the novel.
3. Find 5 direct quotes from the book that demonstrate leadership.
4. List and draw pictures of 4 survival items they would take with them in a “survival travel box.”
5. Explain about a time when they demonstrated leadership qualities
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| Assessment (how will data be collected on student performance?) |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?):Both in partners and individually, students will have to extract examples of fiction elements from the novel. | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?):**Assessment**1. The students will complete a multiple choice assessment at the end of the two day lesson plan.
2. The teacher may also use their one page stories for an assessment.
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| Teaching Phase (step by step narrative guide to instruction)- DAY 1 |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):Students will write in their journals:?? Question of the Day?? Do you think *The Swiss Family Robinson* is a true story? Why or why not? (5 min) |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):1. The teacher will begin the lesson by introducing the new genre and explaining the different elements of the genre. (10 minutes)
2. **There are three main types of fiction:**
* **Realistic Fiction** work is imaginary or not true. Situations in the text could happen in real life, but the actual events have not occurred. The story was made up by the author. For example, in The Swiss Family Robinson, a family could actually get ship wrecked on an island, but this particular family is made up and did not actually crash on the island. (Note: Teacher will focus mainly on this one since this is what The Swiss Family Robinson is).
* **Non-Realistic Fiction** work could not happen in real life. This genre still contains humans as characters, but the events of the story could not take place in real life. For example, Alice in Wonderland, Harry Potter, and The Lord of the Rings.
* **Semi-Fiction** work is often based on a true story but the author adds or subtracts many details that are not true.
* **Components of fiction**
1. Plot – the events that make up the story
2. Setting – where the story takes place
3. Characters – who is in the story
4. Conflict/Resolution- a problem the character(s) in the story face/how the conflict is resolved.
5. Foreshadowing- clues the author gives the reader to predict what might happen in the story.
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| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):1. The teacher will split the class into five groups based on the following
* Plot
* Setting
* Characters
* Conflict/Resolution
* Foreshadowing

**Student Workshop-**1. The students will be split into five groups. (30 min)
	* The five different groups will be plot, setting, characters, conflict/resolution, and foreshadowing.
	* Each group will come up with 4-5 examples of their topic from the book. For example, for character, the students will find 4-5 characters from the story. If they have time, they can find more. (Note that some students may have more trouble finding 4-5 examples. If they can’t find 4-5, at least try to have three.)
	* If groups finish before other groups, they can illustrate their findings.
	* After all the groups have completed their activity, they will present their findings with the class.
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| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):* + Each student will now work individually and come up with ONE of each of the following. (Note: These do NOT relate to The Swiss Family Robinson. The students are using their imaginations and ideas to come up with their own.) They will write them down on separate strips of paper.
1. Plot
2. Character
3. Setting
4. Conflict/Resolution
5. Foreshadowing

F.) The teacher will place all of the plots together, characters together, settings together, etc. G.) The students will then come up and pick one random strip of paper from each group. They will then use each of their randomly chosen elements of fiction to create their own one page story. |
| \*Closure (How will the learning from the lesson be reinforced over time?):**Wrap-up/Reflection-** (5-10 minutes)1. Teacher will allow students to share their stories if they wish.
2. Teacher will ask students to recall the three types of fiction and what each type means. They will also review the five different elements of fiction.
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| Teaching Phase (step by step narrative guide to instruction)- DAY 2 |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?):Journal Question: ?????Question of the Day????? What are the qualities of a good leader? |
| \*Direct Instruction (How will the teacher present the concept or skill to students?):Intro (10 minutes)The teacher will draw the center of a concept web on the board and write the word “leadership” in the middle. Ask the students to discuss what they think makes a good leader. As students list qualities, add them to the concept map on the board. The map should look something like this: From the qualities and characteristics the students list, ask them to relate it to the characters from the novel. Sample questions could include: Who was a leader? What qualities did he/she possess? Give an example of good communication in the novel. |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?):**-Student Workstations**Workstations—4 rotations, 10 minutes each (40 minutes)The teacher will explain to the students that they will be divided into small groups and rotate through four workstations. Each station should be in a separate area of the room with the supplies already in place. The teacher can walk around to each station and explain what the students will do at that station. Once all of the stations have been explained, divided the students into four mixed-ability groups.Letter Workstation: Students will choose a character from the book and write them a letter. The letter should contain details from the story. Students can ask the character questions, give advice, or talk about things they have in common. The letter may explain how you feel about someone in the story or something that happened in the story.Leadership Role Workstation: Students write and draw a picture about a time when they demonstrated leadership. Book Quotes Workstation: Each student will find 5 quotes from the book of one of the characters demonstrating leadership. They should refer to the qualities discuss as a class at the beginning of the lesson. Each quote they find they will write on a post-it and stick it on a poster board.Survival Travel Box: At this workstation, there will be a sample travel box with items that could be useful if one was stranded on an island such as water, matches, and medicine. On a piece of paper, students will list 7 items that they would have in their “Survival Travel Box.” After they list the items, they may draw pictures of the items.   |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?):Students will choose one item from the workstations to share with the whole class. They may share their letter, leadership role, a leadership quote they found, the seven items in their survival travel box.  |
| \*Closure (How will the learning from the lesson be reinforced over time?):Teacher will summarize themes he/she noticed from what the students shared. (5 min). |
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| \*Accommodations(Describe how to accommodate students with special needs and how to differentiate instruction.) |
| Students will be given a number of novel style options from the UFDC website for the version of Swiss Family Robinson that they would like to read- some are text rich, some are visually richThe various workstations will match the vast learning styles of the students in the class. If a student needs more time at a workstation, they can remain their while their peers rotate. |

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| Writing strategies (describe strategies in detail):The various workstations employ numerous writing strategies | Speaking and listening strategies (describe strategies in detail):Students will be allowed to share their thoughts on their favorite workstation |
| Re-Teaching:Throughout either assigned class readings, or independent class readings, the teacher can respond to students and let them know which ones are fiction, and where certain elements of fiction arise. | Enrichment:The teacher can have “Leader for a Day” activities in which one student is the designated leader and needs to exhibit leadership qualities similar to what is found in the Swiss Family Robinson novel. |
| \*Materials |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.):Day 1:* Posters for students to write their connections to the text on
* Pencils
* Paper for the students to write their one page stories
* Strips of paper for students to write their own elements of fiction
* Crayons or markers to illustrate their posters if there is time

Day 2: * Copies of workstation templates
* Pencils
* Poster board
* Post-its
* Sample travel box (shoe box with matches, water, camera, sunglasses, medicine, etc.)
* Copies of “The Swiss Family Robinson”
 | Suggested technology (What are the suggested technology requirements to use this lesson?):Projector screen Internet access with all class computers |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson):Make sure to have students placed in groups that they will work with appropriatelyMake sure all copies are made prior to instruction |
| Reflection (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) |
| Teacher learning:* How did my students respond?
* What would I do differently next time?
* What would I keep the same?
* How will I use primary sources in the future?
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| Attachments(Attach or imbed worksheets and additional documents below) |
| Supplemental Materials: <https://docs.google.com/file/d/0B4VdiwLUA27tazZtS0FIeWpFbzg/edit?usp=sharing> Lesson Summative Assessment: <https://docs.google.com/file/d/0B4VdiwLUA27tckFNMTBJVm9JbE0/edit?usp=sharing>  |