



*FREE ELA & MATH LESSON PLANS FROM EDMENTUM*

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# **3<sup>rd</sup>–5<sup>th</sup> Grade**

# **Lesson Plan Bundle**

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# English Language Arts Lesson Plans

**Writing Lesson:** Adjectives and Adverbs

**Grade Level:** 3

**Lesson Summary:** Before beginning the lesson, students will write down anything they know about adjectives and adverbs on index cards. The teacher will then lead students through filling out a graphic organizer about adjectives and adverbs. For guided practice, students will sort words according to whether they are an adjective or an adverb. Students will then work independently to identify adjectives and adverbs within sentences and complete sentences with appropriate adjectives and adverbs. Advanced learners will pair up to complete stories that are missing adverbs and adjectives. Struggling learners will use adjectives to describe objects that they see and hold in their hands and then use the adjective and object to create sentences. They will also play a version of charades in which they have to guess an action and adverb that a student acts out.

**Lesson Objectives:**
**The students will know...**

- The difference between adjectives and adverbs.
- How to identify an adjective and adverb in a sentence.

**The students will be able to...**

- Identify an adjective and an adverb in a sentence.

**Learning Styles Targeted:**
 Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Give each student two index cards, and have students label one card "Adjectives" and the other card "Adverbs." Then, have students label the fronts of both cards "Before" and the backs of both cards "After." Tell students that today they are going to learn about adjectives and adverbs. Ask students to look at the "Before" side of each index card. Ask students to write down anything they know about adjectives and adverbs on the respective cards. Tell students that they may write definitions, examples, or anything else they think they know about each word. When students have finished, tell them they are going to write on the cards at the end of the lesson with what they learned about adjectives and adverbs. Take up the cards from students so that you can return them at the end of the lesson.

**Whole-Class Instruction**

**Materials Needed:** 1 copy of the [Graphic Organizer\\*](#) per student, 1 copy of the [Graphic Organizer\\*](#) to project under a document camera, a document camera connected to a projector, writing utensils, 1 pair of scissors per student, 1 bottle of glue or glue stick per student, 1 copy of the [Sorting Sentences\\*](#) per student, 1 copy of the [Independent Practice\\*](#) per student, index cards from the Pre-Assessment

**Procedure:**

- 1) Tell students that writers use adjectives and adverbs to make their writing more interesting and vivid. Today students will learn what they are and how they are used in sentences.
- 2) Give each student a copy of the graphic organizer, and project a copy of it under a document camera. Tell students that adjectives are describing words that tell what something looks like, sounds like, feels like, tastes like, or smells like. Under the definition, write "looks like," "sounds like," "feels like," "tastes like," and "smells like." Give students some adjectives for each descriptor, and have students write them on their graphic organizers as you write it on the projected copy.
- 3) Skip the "Examples" section of the adjectives graphic organizer for now, and lead students through defining "adverbs" and writing down some adverbs that tell "how," "when," and "where."

- 4) After helping students complete the "Definition" section for the graphic organizer, give each student a copy of the sorting sentences, a pair of scissors, and glue. Have students cut out each of the sentences. Explain to students that each sentence has one word underlined that is either an adjective or adverb. Students should read the sentence, decide if the underlined word is an adjective or adverb, and sort the sentences accordingly in two piles. When students understand the directions, allow students to begin sorting. You may want to students to confer with a partner or with a group.
- 5) After students have finished the sorting activity, go over the correct answers as a class. For each adjective, discuss whether it tells what an object looks like, feels like, smells like, tastes like, or feels like. For each adverb, discuss whether it tells how, when, or where. Have students glue the sentences that include an adjective in the "Examples" section of the adjectives graphic organizer and the sentences that include an adjective in the "Examples" section of the adverbs graphic organizer.
- 6) Give each student a copy of the independent practice, read aloud the directions, check for understanding, and allow students to work independently.
- 7) As a closure activity after students have finished the independent practice, return the index cards from the pre-assessment activity. Have students turn to the "After" side of each card, and instruct students to write down what they learned about adjectives and adverbs during the lesson. When students have finished writing, choose a few students to stand up and share something they learned about adjectives and adverbs.

### Advanced Learner

**Materials Needed:** 1 copy of the [Advanced Learner Activity\\*](#) per pair of students, writing utensils

#### Procedure:

- 1) Put students into pairs, and give "The Birthday Party" story to one of the students in the pair and "The New Friend" to the other student in the pair. Tell students that they should not look at one another's stories.
- 2) Tell students that they should choose one story to complete first. The student who has the copy of the story should ask the other student to give him/her adjectives and adverbs to fill in the blanks of the story. When the student has completed the story, the pair can read it aloud together. Then, allow students to switch so that both stories are completed.
- 3) When pairs have completed both stories, allow advanced learners to come together and choose a completed story to share aloud to one another.

### Struggling Learner

**Materials Needed:** several small objects for students to describe (stuffed animals, office supplies, fabric swatches, rocks, etc.), [Adjectives Graphic\\*](#), 1 set of [pre-cut Adverb Cards\\*](#), a bucket or can

#### Procedure:

- 1) Have struggling learners sit in a circle on the floor. Place several small objects in the middle of the circle. Review the definition of "adjective" with students, and display the Adjectives Graphic for students to see. Remind students that adjectives describe what an object looks like, sounds like, tastes like, sounds like, or feels like.
- 2) Choose a small object, and allow students to pass it around the circle so they all get to hold it. Write the name of the object on the board, and ask students to describe the rock. Elicit responses,

asking students to tell you if their adjective describes the sight, sound, touch, or feel of the object. Write down each of the adjectives given by the students on the board. When students have given several adjectives, model for them how to put the adjective in a sentence with the object it describes. For example, if the object students were describing was a teddy bear and one of the adjectives was brown, "The brown teddy bear lays on my pillow when I'm not home." Have students make up sentences for all the given adjectives. Repeat for the other small objects in the group.

- 3) When students understand how to describe objects with adjectives and are able to use them in sentences, review the definition of "adverb" with students. Remind students that adverbs tell how, where, or when. You might want to write these three descriptors on the board for students to refer to. Tell students that they are going to play a game called "Guess the Adverb." One student will come and draw an action/adverb card from a bucket. You will give students a clue about the adverb on the card. You will tell them it is a "how," "where," or "when" adverb. Students must guess the adverb and action on the card drawn by the student. You may want to demonstrate one card for students.
- 4) Select a student to draw a card from the bucket. Give the clue listed on the clue sheet, and have the student perform the action on the card. Have students guess the action and adverb until a student guesses correctly. Continue until times runs out or until all cards have been selected.

**\*see supplemental resources**

# Unit 7: The best food



## In this unit

- **Source texts**—Contemporary literature (illustrated nonfiction) and everyday texts (advertisement, sign and label)
- **Text features**—Information report about food groups, and expositions (markets vs supermarkets and advertising food)
- **Writing**—An advertising slogan and a label
- **On the DVD**—Work sheet to accompany learning object; Images of people eating; Images of billboards for writing food ads; Glossary for source texts
- **Other resources**— *Selling: soft drinks*, Curriculum Corporation, 2008. The Le@rning Federation digital content L413.

See *Teaching Guide* p vii for this unit's syllabus outcomes.

## The Big Picture

All texts and images are about food. Discuss the *Kream Brand* advertisement: the formal setting, clothing and how attention is focused on the mother. *In what year do you think this advertisement was made?* Compare formal dining with eating popcorn from a box. Discuss which foods on the page children have tasted before and which they like (if any).






**Healthy Foods**—is an information report in the simple present tense. It opens with a general statement about the role of food and continues with paragraphs on diet and food groups. The report involves readers by addressing them in the 2nd person (*your*), then changes to the 1st person plural (*we, us*). Specialised nouns are typical of the text type, eg *protein, vitamins*. Refer to the glossary on the DVD.

**Market versus supermarket**—suggests a balanced discussion will follow on the pros and cons of supermarkets and markets, but the text is biased (ie an exposition) towards markets. Persuasive techniques are used, eg the informal *you* when referring to markets, but the more distant *they* when talking about supermarkets.

**Popcorn label**—has a simple and striking message and design: just two adjectives to appeal to the senses. Discuss whether the stripes slanting outwards make the packet look wider than it is.

**Cornflour ad**—pushes the brand (in large capital letters) more than the product. The target group is presented idyllically—a well-dressed family eating at an elegantly set table. The focus is on the woman, who presumably bought the cornflour and made the desserts. The message is: you'll be a success if you buy Kream Brand cornflour.

## Listening, speaking and extension

-  Students study advertising in *Selling Soft Drinks* (see *Other resources*). Consider programming this learning object as an extension activity before students complete *Your turn* (p73). The activities are about marketing a new soft drink, including market research and product design. Students must read and interpret charts and graphs. A work sheet, on the DVD, has comprehension exercises based on the learning object.
- The survey in **Work Sheet 3** can be the basis for an activity on compiling graphs or charts.
- Hold a class debate: Should food and drink advertising be controlled/restricted eg advertising of fast food during the main television viewing time for children?
- Students research the main food groups and make recommendations of how much of them to eat. Make group collages of healthy foods.
-  Hand out images, from the DVD, of people eating. In groups students make up slogans to promote what is being eaten and write them in speech bubbles near the images.
-  Distribute the blank billboard images from the DVD. Students discuss and design advertisements to go on each billboard. They should consider the billboard's location, eg what type of information can someone take in from a sign as they travel quickly along a road?



**Dungeness crab sign**—shows crabs piled up in ice at a seafood market. Brainstorm with students other short messages to get customers to buy seafood, eg *taste the best, super fresh, caught today*.

### In the texts—pages 70–71

- Ask for examples of students' favourite advertisements, jingles or slogans. Discuss each advertisement and how the words and images attract and try to persuade people to buy the product. Find examples of words and images that appeal to the senses of taste, smell, colour, sight and sound.
- Revise commands (q4) and find examples in the text.
- Discuss the different aims of an information report (to inform), discussion (to present both sides of an argument) and an exposition, such as an ad (to promote one particular product or side of an argument).
- Revise the concepts of title, general opening statement, verbs, present/past tense and person (q10).
- Discuss unusual spellings (q8) or phonic patterns in the texts, eg *ss, ci*.
- Find words with suffixes, eg *able, er, ed, ing*.

### Read and learn—page 72

- Discuss food groups and their role in a healthy diet. Students categorise types of foods (q1); **Work Sheet 2** expands this exercise.
- Discuss the pros and cons of markets and supermarkets and record them on a table on the board. Students complete a similar table in their books (q3).

### Assessment Answers (see Teaching Guide page 43)

- 1 a carbohydrates b diet c protein  
d vitamins and minerals e calcium

2 and 3 Answers will differ, eg *Yesterday, the boy ran home very quickly*. Check capital letters and punctuation.

4 Teacher to check.



### Your turn—page 73

- Discuss advertising and whether it makes students want to eat particular foods. *Which ads can you remember? Why?* (eg fast food advertising on television, soft drink advertising on billboards)
- For q2, note who the audience is for this product—cat owners, not cats! Encourage students to discuss names, images, descriptive words, slogans and colours that would make cat owners want to buy a particular cat food.

### Adverbs—pages 74–75

- Find adverbs in word banks and examples on pp74–75 and record on the board as follows:

How	When	Where	How much/ How certain	How often
quickly slowly freshly healthier longer neatly	yesterday earlier soon	downstairs	very, too, so, really, more, almost, likely, definitely, maybe, probably, no, yes	always never usually

- Circle *ly, er* or *ier* endings in the table.
- Explain and give other examples for each item on pp74–75.

## Work Sheets

- **Work Sheet 1** has a variety of tasks on word sounds, suffixes, adverbs and text types.
- **Work Sheet 2** asks students to cut out images of food and organise them according to the common food groups. Note that the food groups are not the same as the basic elements of food (eg protein) described on p68. Help students categorise common foods; some will not belong among the five groups, such as margarine and soft drinks, and should be labelled as *Extra foods* on the back of the work sheet.
- **Work Sheet 3** requires students to conduct a survey. Explain the purpose of surveys and discuss the reason for conducting this particular one. Brainstorm with students how they will collect information (who they will ask, when, where etc.) and what they will do with the information.

## Assessment

- **Work Sheet 4** tests comprehension from the text on p68; adverbs; and has drawing and creative writing activities. See *Assessment Answers* opposite.
- To assess Student Book writing, use the **exposition rubric** (Teaching Guide p88).

# Unit 9: Are you scared?



## In this unit

- **Source texts**—Contemporary literature (poetry and illustrated nonfiction)
- **Text features**—Humorous poetry and tables
- **Writing**—A diamante poem
- **On the DVD**—*Land of Nod* by Robert Louis Stevenson; Work sheet for *Land of Nod*; Images of monsters listed on p90; Glossary for source texts; Paired cloze exercise
- **Other resources**—*Monster choir*, Curriculum Corporation, 2007. The Le@rning Federation digital content L494; Bunyip at the National Library of Australia (educational resources, Aboriginal stories, historical records and games), see [www.nla.gov.au/exhibitions/bunyips](http://www.nla.gov.au/exhibitions/bunyips); Interview with Brian Moses, search at [www.poetryarchive.org/childrensarchive](http://www.poetryarchive.org/childrensarchive)

See *Teaching Guide* p vii for this unit's syllabus outcomes.

## The Big Picture

Texts and colour illustrations are linked to “scary” things, with an emphasis on monsters. Discuss the difference in setting out between the two tables (title, headings, columns, rows) and two poems (title, stanza, short lines, poet’s name). *What do the titles, fonts and illustrations suggest about the topic? What are the aims of the poems: to entertain, to scare, to paint pictures in your imagination?*




**Calling all monsters!**—is an illustrated table about the features and powers of mythological monsters. Its aim is to condense information, especially by using a key. Apart from the heading, the only parts of speech used are nouns (common, proper and abstract).

**The Sssnake Hotel**—is a humorous poem describing a future scene, but the reader feels it is happening now. It has elements of recount and indirect speech, but in the future tense. It immediately involves the reader by using the 2nd person *you*. Note that the longer the line, the more quickly it is said; this simple technique builds tension in the poem. There is a kind of refrain in *to/at the Sssnake Hotel*.


**Sea Monsters**—is a humorous poem about sea monsters hunting fishermen. It is told in the objective 3rd person plural. Verbs and adjectives quickly establish the scariness of the monsters. The lines are short with a regular main beat, which keeps the action going. The rhyme pattern looks uneven because of the way the lines are organised, but if every two lines are combined as one, the rhyming scheme becomes AABB.

**Scary words**—is a list of words to assist writing, organised in a simple table without borders.

## Listening, speaking and extension

- Students complete *Monster Choir* (L494), which is a simple, repetitive learning object about pattern recognition (see *Other resources*). Note that students must click the monster to select it, not just mouse over it.
- Students explore the National Library’s Bunyip website (see *Other Resources*).
- Discuss poetic licence—“permission to break the rules”. In poetry, grammar and punctuation rules may be used differently than in other texts, eg every line may begin with a capital letter, even if it’s not the beginning of a sentence. Encourage students to find examples in the source texts (eg in *Sea Monsters*, the poet writes *ocean wide* instead of *wide ocean*).
- Students rewrite *The Sssnake Hotel* as a play and act it. It will need a narrator and characters other than the Indian python.
- Write another stanza for *The Sssnake Hotel*. *What happens next in this poem?* Students write another 10-line stanza, using the same rhythm and rhyming scheme.
-  Students complete the paired cloze (barrier) exercise on the DVD. Students should give hints, explanations and spell words.
-  Students use the table on p90 to identify the images of monsters on the DVD. Ask students which monster image is missing (the bunyip); students can draw what they think a bunyip looks like.
- Cut and paste the clauses and phrases from each of the two poems onto a table, with one column for phrases and another for clauses. Underline the verbs before pasting, to make sure anything with a verb is in the clause column.
-  For extension work, recite to the class (or ask a student to recite) *The Land of Nod* by Robert Louis Stevenson (on the DVD). Students complete *The Land of Nod* work sheet (allow several poem readings).

### In the texts—page 92

-  Discuss and compare the monsters on the table (p90). Images for the monsters (except for the bunyip) are on the DVD; see *Listening, speaking and extension* below.
- Discuss how the table condenses information, eg grouping information under short headings and using icons and keywords instead of sentences.
- Discuss unusual spellings and words, eg *aquatic*, *ch* in *Loch*, *Eu* in *Europe*, *ce* as *sh* sound in *ocean*.
- Using examples from the poems, discuss these concepts: titles, tense, perspective, person (1st, 2nd, 3rd), personal, objective.
- Find other text types in the poems, eg description, explanation, recount.

### Read and learn—pages 92–94

- Ask students to describe each icon in the table on p90, and how it sums up the creature it represents.
- Discuss features of poetry (see top p95) and find examples of these features in the poems on pp90–91. Discuss how poetry is different from other text types.
- Colour rhyming patterns and mark rhythm patterns on a copy of the poems on the board or OHP/IWB.
- Rewrite each group of two lines of *Sea Monsters* as one, noting how this changes the rhyming scheme to AABB. Clap the rhythm of the two different ways of writing *Sea Monsters* and discuss differences—the shorter the line, the more slowly it is said. There are also more strong beats when the poem is divided into shorter lines.

- Continue to explore how the length of the lines affects rhythm by comparing *The Sssnake Hotel* written as five lines and written as 10 lines.
- Discuss the onomatopoeia of *sssnake*. Ask students to think of other animals that might have onomatopoeia in their names, eg crow, kookaburra.
- Discuss how and why capital letters and punctuation marks are used in the poems.

### Your turn—page 95

- Read and discuss in detail the features of the diamante poem, a seven-line poem shaped like a diamond (p95).
- Jointly construct a class diamante poem using the instructions. Students then write their own diamante poem, either in groups or individually.

### Phrases—pages 96–97

- Discuss the difference between clauses and phrases. Record on a chart as below:

A clause has a subject and verb that fit each other.	A phrase is a group of words without a verb that adds meaning to a clause.
An Indian python will welcome you	( <i>where?</i> ) to the Sssnake Hotel.
The sea monsters swam about	( <i>how?</i> ) with an evil look in their eyes.
That's the hotel	( <i>which hotel?</i> ) with the snake!

- Show with examples how adverbial phrases do the same work as adverbs.
- Adjectives and adjectival phrases tell about nouns, eg which, what, what kind of, who, whose. Give examples.

## Work Sheets

- **Work Sheet 1** has activities about compound words, silent letters, sounds, nouns, contractions and the vocabulary of tables. Brainstorm other examples of contractions (q5).
- **Work Sheet 2** includes a writing exercise that continues the story in *The Sssnake Hotel*. There are also activities on synonyms, icons, speech, verbs and phrases.
- **Work Sheet 3** is an exercise in comparing the language and structure of the poems on p91.

## Assessment

- **Work Sheet 4** has short comprehension questions on the unit; see *Assessment Answers* opposite.
- To assess Student Book writing, use the [poetry rubric](#) (Teaching Guide p91).

### Assessment Answers (see Teaching Guide page 55)

- 1 table
- 2 Answers will differ.
- 3 To eat them (wording will differ).
- 4 bunyip
- 5 a true b false
- 6 Answers will differ, eg Sssnake, python, survive, night, screaming, die of fright; monsters, deep, evil-eyed, hunting, dinner, seeking, tasty.
- 7 Answers will differ.

**Lesson Title:**

Progressive Tenses

**Grade Level:**

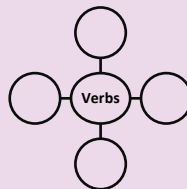
4

**Lesson Objectives:**

- Students will form and use progressive verb tenses.
- Students will examine the makeup of progressives.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

1. Draw a word web with the word “Verbs” written in the center circle on a flipchart, the board, or other display device.



2. Allow students to share what they know about verbs as you add information to the outer circles of the web. Answers should include a definition, types of verbs, and other pertinent information that students are able to share.
3. Remind students that knowing when actions take place is important. Point out that they will learn about special kinds of verbs that tell about continuous or ongoing action. They are called “progressive verbs.”

**Materials Needed:** “Progressive Verb Tenses” poster; “Practice with Progressive Verb Tenses” page; “Making Progress with Progressives” page; “Is It Progressive?” page; notebook paper; pencils; red, yellow, blue, and green highlighters or markers for each student; soft object to toss

**Procedure:**

1. Review simple verb tenses:
  - Past – action that has already happened.
  - Present – action that is happening now
  - Future – action that has not happened yet or that will happen
2. Explain what is meant by continuous or ongoing action:
  - Write the word “clap” on the board and have students clap once.
  - Direct students to continue clapping as you continue to speak.
  - Write the word “clapping” and explain that their action is continuous or ongoing in that it is something that does not stop after one instance or occurrence.
  - Direct attention to the fact that the word “clap” becomes “clapping” with the addition of the letter “p” and the inflectional ending “-ing.”
3. Explain that progressive verbs are formed by adding past, present, or future tense helpers to verbs like “clapping” that show continuous action.
4. Display the “Progressive Verb Tense” poster and have students examine how progressive verb tenses are formed.
5. Use the poster to guide students in forming past, present, and future progressive verb tenses for words like “sing,” “read,” “compete,” “learn,” “do,” “speak,” “show,” “perform,” “take,” and “present.”
6. Write sentences on the board or other display device. Have students identify the progressive verb in each sentence, citing the main verb and the tense.
  - The sun is shining brightly today. (“shine,” present progressive)
  - The ice cream was melting very quickly. (“melt,” past progressive)
  - Jim will be dancing with Darla. (“dance,” future progressive)

**Independent Practice:**

Have students complete the “Practice with Progressive Verb Tenses” page. Students will identify and analyze progressive verbs as they appear in sentences.

**Closing Activity:**

1. Allow students to share their responses from “Practice with Progressive Verb Tenses.” For corrections, refer students to the “Progressive Verb Tenses” poster. Also, review forming the simple past tense of irregular verbs as necessary.
2. Allow students to share what they might add to the word web relative to their understandings about verbs.

**Advanced Learner Option****Procedure:**

1. Have students write 2-3 sentences for each type of progressive verb.
2. Have partners review the sentences and identify the progressive verb tense.

**Struggling Learner Option****Procedure:**

Work with students in small groups using the “Making Progress with Progressives” page. Help them complete cloze sentences with specified tenses of progressive verbs.

**Extension Activities**

- Have students complete the “Is It Progressive?” page independently. Students will distinguish between progressive verbs and non-examples. Specify how students are to mark the page (circles, underlines, highlights, boxes).
- Pitching for Progressive Verbs: Toss a soft object and say a basic verb, then have students give a sentence with a progressive verb.

**Reading Lesson: Author's Purpose**
**Grade Level: 4**

**Lesson Summary:** To pre-assess students, the teacher will show students three different texts and have them identify the author's purpose. Then, students will brainstorm a list of reasons why authors write and learn that there are three main reasons: to persuade, to inform, and to entertain. They will revisit the three texts from the pre-assessment and identify whether each text was written to persuade, inform, or entertain. The teacher will help students point out text features for each author's purpose. He/she will then show students how to write for each purpose using an apple pie as a topic. For independent practice, students will write for each purpose using a snack as a topic. Advanced learners will find examples of each author's purpose in newspapers and magazines and present their examples in poster form. The teacher will review author's purpose with struggling students and have them sort book titles based on author's purpose.

**Lesson Understandings:**
**The students will know...**

- that authors always write for a purpose.
- three different reasons why authors write (to persuade, to inform, and to entertain).

**The students will be able to...**

- read a text and identify the author's purpose.
- write a text for each author's purpose.

**Learning Styles Targeted:**
 Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Give each student a small sheet of scratch paper. Have each student write his/her name on it and then number it from 1-3. Then, project the first slide of the Pre-Assessment PowerPoint\*. Explain to students that you are about to show them 3 different texts and that you want them to look at each text and write down the author's purpose next to appropriate number on their scratch paper. Then, project the remaining slides. For each remaining slide, give students approximately 2-3 minutes to look at the text and write down their answer. Make sure students understand that they do not have to read the entire text to figure out the answer. Once students finish, take up their sheets of scratch paper and quickly skim through them to assess student's knowledge.

**Whole-Class Instruction**

**Materials Needed:** computer, projector, [PIE Visual\\*](#), [Pre-Assessment PowerPoint\\*](#), 1 store-bought apple pie with a nutrition facts and ingredients label, 1 small paper plate per student, 1 plastic fork per student, 1 knife to cut the pie, 1 [Writing Worksheet\\*](#) to project, document camera, 1 [Writing Worksheet Example\\*](#) for teacher reference, 1 small package of a snack that has a nutrition facts and ingredients label per student, 1 [Writing Worksheet\\*](#) per student

**Procedure:**

- 1) Have students brainstorm a list of reasons why an author may write a text. Record the list on the whiteboard. Then, tell students that they have just listed authors' purposes. Explain that each time a person writes, there's a reason for it.
- 2) Project the PIE Visual. Tell students that there are three main reasons why people write: to persuade, to inform, and to entertain. Teach students that they can just think of PIE to remember these 3 reasons. With the class, go through the list that students brainstormed and see if the

authors' purposes fit neatly into these 3 categories.

- 3) Project the Pre-Assessment PowerPoint. Show students the text in slide 2, and ask students if the author's purpose is to persuade, entertain, or inform. Make sure students understand that the author's main purpose is to entertain. Discuss with students how they can tell that this author's purpose was to entertain. Explain that texts such as comics, plays, stories, and poems are mainly written to entertain people.
- 4) Show students the text in slide 3, and ask students if the author's purpose is to persuade, entertain, or inform. Make sure students understand that the author's main purpose is to persuade. Discuss with students how they can tell that this author's purpose was to persuade. Explain that texts such as advertisements, editorials, and essays are mainly written to persuade people.

*Note: The advertisement has a poem in it, so students may think that the author's purpose is to entertain. It also has a direction, "Take the next right and head into town," so students may think that the author's purpose is to inform. Explain to students that a text can have multiple purposes, but when asked what the author's purpose is, students should always identify the MAIN purpose.*

- 5) Show students the text in slide 4, and ask students if the author's purpose is to persuade, entertain, or inform. Make sure students understand that the author's main purpose is to inform. Discuss with students how they can tell that this author's purpose was to inform. Explain that texts with facts and information, such as encyclopedia articles, newspaper articles, and textbook passages, are mainly written to inform people.
- 6) Project a copy of the Writing Worksheet using a document camera. Bring out the store-bought pie that you brought. Tell students that you are going to show them how to write for different purposes and that the topic for the writing will be this pie. Cut up the pie so that each of your students may have a small piece, and give each student a small piece of pie, served on a small paper plate with a plastic fork. Allow them to eat the pie during the guided practice activity. Eating the pie will help them come up with better descriptions.
- 7) Show students how to write a passage for each author's purpose using the pie as the topic. For the purpose of persuading, have students think of positive attributes of the pie so that they can convince someone to buy the pie. For the purpose of informing, project the nutrition facts and ingredients label and have students look at it and think of facts and information about the pie. For the purpose of entertaining, have students help you write a story or poem about the pie. For example passages, see the document titled, "Writing Worksheet Example."
- 8) Once students understand how to write for each author's purpose, give each student a small package of a snack and a Writing Worksheet. Have students complete the worksheet using the snack as their topic. Allow students to eat their snack when they have finished their assignment.

### Advanced Learner

**Materials Needed:** 1 [Poster Checklist\\*](#) per student, copies of old newspapers and magazines that are student-friendly, 1 poster board for each student, 1 pair of scissors per student, 1 bottle of glue per student

#### Procedure:

- 1) Give each student a Poster Checklist, a poster board, a pair of scissors, a bottle of glue, and access to old newspapers and magazines. Tell students that you want them to make author's purpose posters for the classroom. Go through the Poster Checklist with the students, and make sure students understand the assignment requirements. Tell students that if they want to make a good grade on this assignment, they need to be able to check all the items off of the list before they turn in the poster.



- 2) Allow students to complete the assignment independently.

### Struggling Learner

**Materials Needed:** a large PIE Visual drawn on butcher paper (see the [PIE Visual\\*](#) for an example), 1 book or text to represent each author's purpose (e.g., an advertisement from a magazine, an encyclopedia, a book of fiction), tape, 1 set of [pre-cut Title Cards\\*](#)

#### Procedure:

- 1) Gather a small group of struggling learners in an area of the classroom where you can work with them further on author's purpose. In this area, hang the large PIE Visual that you have drawn on butcher paper.
- 2) Review the three main reasons why authors write with the students. Show students the three books/texts you chose to represent each author's purpose. Have students look at the texts and guide students in figuring out each text's author's purpose. Have students point out text features that show the author's purpose. For example, students should point out opinions in the text written to persuade, facts and information in the text written to inform, and made-up events in the text written to entertain.
- 3) Then, give each student a pre-cut title card. Tell students that each of their cards has a title of a book on it and that their job is to use the title to figure out why the author wrote the book. Have each student take a turn in coming up to the PIE Visual, taping his/her title card in the section labeled with the correct author's purpose, and explaining his/her reasoning. If a student answers incorrectly, guide him/her until he/she recognizes and understands the correct answer. You can have other students assist as well.

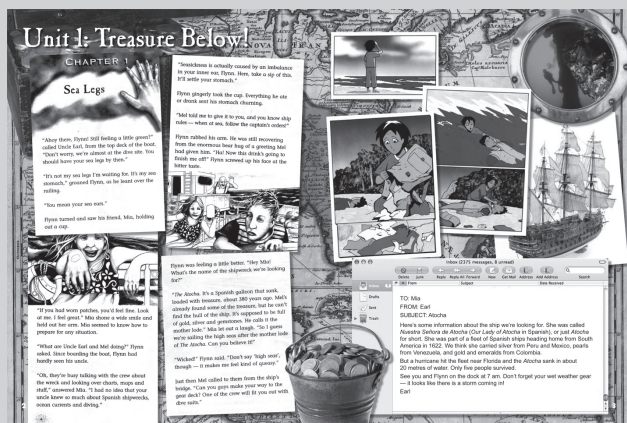
**\*see supplemental resources**

<b>Reading Lesson:</b> Context Clues	<b>Grade Level:</b> 5
<p><b>Lesson Summary:</b> [Core: Lang. standard 4.a] Students learn to use context clues in paragraphs to determine the meaning of unknown words or phrases. Advanced students read challenging text and discuss context clues and unknown words. Struggling students use context clues to determine meanings of on-level text.</p>	
<p><b>Lesson Objectives:</b>  <b>The students will know...</b></p> <ul style="list-style-type: none"> <li>• what paragraph-level context clues are.</li> <li>• how to use these clues to determine word meaning.</li> </ul> <p><b>The students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify paragraph context that gives clues to unknown word and phrase meanings.</li> <li>• use context clues in text to determine word meaning.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Visual             <input checked="" type="checkbox"/> Auditory             <input type="checkbox"/> Kinesthetic/Tactile       </p>	
<p><b>Pre-Assessment:</b>          Tell students that paragraphs and sentences often contain clues that help readers to figure out the meaning of new words and phrases. Display the <a href="#">Pre-Assessment and Guided Practice PowerPoint*</a>. Ask a volunteer to read the text. Lead students in a discussion of the words <i>tedious</i>, <i>perched</i>, and <i>obliged</i>. What information from the text gives clues to the meaning of the words? Point out that being “stuck to a pole” would make the job of scarecrow quite “tedious.” Note students who are reluctant to contribute to the discussion.</p>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b>  <a href="#">Pre-assessment and Guided Practice PowerPoint*</a>; Copies of the <a href="#">On Your Own Paragraph*</a>; dictionaries</p>	
<p><b>Procedure:</b>  <b>Presentation</b></p> <ol style="list-style-type: none"> <li>1) Read the first sentence of Guided Practice Paragraph* Ask if students know the meaning of the word <i>florid-faced</i>.</li> <li>2) Lead a discussion about what context gives a clue to the meaning. Have a student locate the word <i>florid-faced</i> in the dictionary and read it aloud.</li> </ol> <p><b>Guided Practice</b></p> <ol style="list-style-type: none"> <li>3) Finish reading the paragraph and have students to tell how the clues help determine the meanings of the unknown words. Take note of students who need prompting to identify context clues in the text.</li> </ol> <p><b>Independent Practice</b></p> <ol style="list-style-type: none"> <li>4) Pair students with a partner. Hand out copies of the On Your Own paragraph* Have them read the passage from <i>The Wonderful Wizard of Oz</i> by L. Frank Baum. Look for</li> </ol>	

<p>context clues that give meaning to the underlined words.</p> <ol style="list-style-type: none"> <li>5) Have students discuss the meanings of the underlined words, and identify the context that give clues to meaning.</li> <li>6) Encourage students to use dictionaries to check the meanings of their words.</li> </ol> <p><b>Closing Activity</b></p> <ol style="list-style-type: none"> <li>7) Review unknown words and clues from a newspaper, magazine, or current reading material in class. Have students give a meaning for a word and tell how the context clue helped them determine the meaning. Take note of students who need prompting and assistance.</li> </ol>
<b>Advanced Learner</b>
<p><b>Materials Needed:</b> Copies of <a href="#">Advanced Learner’s Paragraph*</a>; Dictionaries</p>
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Pair students with a partner. Hand out copies of the Advanced Learner’s Paragraph and have them read the passage from <i>The Red Headed League</i>, by Sir Arthur Conan Doyle. Look for context clues that give meaning to the underlined words.</li> <li>2) Have students discuss the meanings of the underlined words, and identify the context that gave clues to meaning.</li> <li>3) Encourage students to use dictionaries to check the meanings of their words.</li> </ol>
<b>Struggling Learner</b>
<p><b>Materials Needed:</b> Copies of the <a href="#">Show What You Know Paragraph*</a></p>
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Give each student a Show What You Know Paragraph*. Explain the directions, and have students complete the worksheet independently. Give extra guidance to students as needed.</li> </ol>

**\*see supplemental resources**

# Unit 1: Treasure below!



## In this unit

- **Source texts**—Contemporary literature (illustrated fiction) and an everyday text (email)
- **Text features**—Narrative with direct speech; Conventions of email; Storyboard to support storytelling
- **Writing**—Narrative
- **On the DVD**—Images of shipwrecks
- **Other resources**—Historic shipwrecks of Australia (especially links to *Famous Australian shipwrecks* and *Shipwreck trails*), see [www.environment.gov.au/heritage/shipwrecks](http://www.environment.gov.au/heritage/shipwrecks); Maritime Heritage Online (NSW), including videos and interactive maps, see [maritime.heritage.nsw.gov.au](http://maritime.heritage.nsw.gov.au); Sinking of *RMS Titanic*, see [www.pbs.org/lostliners/titanic.html](http://www.pbs.org/lostliners/titanic.html) and [www.bbc.co.uk/archive/titanic](http://www.bbc.co.uk/archive/titanic); Text of *Sinking of the Titanic and Great Sea Disasters*, see [www.gutenberg.org/ebooks/781](http://www.gutenberg.org/ebooks/781)

See *Teaching Guide* p vii for this unit's syllabus outcomes.


## The Big Picture

The texts and images are about a famous shipwreck and the hunt for its treasure. Ask students to scan the texts and nominate the unit's topic. The cartoon images show a rescue from a shipwreck or some other disaster at sea; students use the events as part of their writing. The model ship is that of a Spanish galleon, but it is not the ship mentioned in the text. Brainstorm with students: *What do you consider treasure? Why is treasure exciting? What are the rules about finding sunken treasure—who does it really belong to? What people do we associate with lost treasure?*

**Sea Legs**—is a contemporary story about young people at sea in search of the treasure in an old Spanish shipwreck. Being Chapter 1, the text is the narrative's orientation: it introduces the characters (friends Mia and Flynn; Flynn's uncle Earl; Mel, the ship's captain), the setting (on a boat at sea) and the plot (looking for a shipwreck). Discuss the text. *Do you know where the characters come from? Do you know where in the world they are? Do you think you would find out this information further into the story? What would the ship be like after almost 400 years underwater? What would you need to search for a shipwreck?* Ask students to read the text aloud. Encourage (and comment on) expression for each character's speech.

**Cartoon images**—are illustrations of a girl pulling a survivor from the water. Discuss what the images show. *Why does the girl empty the bag? Do you think she was in the same accident as the man she is rescuing? How might this be related to the Sea Legs story?* Encourage speculation—the story behind these images is deliberately open-ended to encourage imaginative thinking, which is important for planning narratives. Students have the opportunity to include the depicted events in their own writing (p7).

### Listening, speaking and extension

-  Students view images of shipwrecks. The images effectively show the conclusion of a narrative—the final voyages of those ships. Encourage the class to speculate aloud about how they came to be wrecked.
- Students read *Sea Legs* as readers' theatre. Assign roles to five students: Mia, Flynn, Uncle Earl, Mel and the narrator. The narrator says everything except the characters' direct speech—use this activity to reinforce what direct speech is.
- As extension work, students research the *RMS Titanic*, possibly the most well-known shipwreck—see *Other resources*.
- Source from the library fiction titles about treasure, eg *Treasure Island*. Read extracts to the class. As extension work, students read such novels and report back to the class with a brief review.

### Assessment Answers (see Teaching Guide page 7)

- 1 Teacher to assess. The orientation should introduce the characters (Captain, First Mate Bob and Joss), the setting (a rescue vessel at sea) and how the problem arises (why the rescue ship is at sea). It may introduce the time and the specific location.
- 2 Teacher to assess. Check punctuation.
- 3 **b**
- 4 **c**
- 5 **a** any two of: lookout, ship, world, journey, crossing  
**b** any two of: Florrie, New Zealand, The Heads  
**c** crew, fleet  
**d** we, its  
**e** hope

**Email**—is a message from Flynn’s uncle to Mia about the history of the ship they are looking for. It locates the *Sea Legs* narrative in place and time (present day in the Caribbean). Note the common features of an email interface: inbox, trash, To/From/Subject fields etc.

### In the texts—page 4

- Review the structure and features of a narrative (q1). *What parts of a narrative will come after the text on p2? (complication and resolution). How important is each part of the narrative to the whole story?*
- Review direct speech (q2–3), and discuss how its use gives us a clear view of each character and their feelings and motivations.
- Discuss the email screen and the icons on it (q4–5). *What are the advantages of using email to communicate? What are some disadvantages of using email? What other icons have you seen on an email screen?*
- A potential complication for the *Sea Legs* narrative is the storm that Uncle Earl mentions at the end of his email (q6).

### Read and learn—pages 5–6

- Student will need atlases for q1–2. If possible, use a wall map to identify the locations in q1. Discuss the possible route of the *Atocha*—she was heading home to Spain from South America, so her route would have been north east (students could draw the compass points on the map).
- Discuss how we tell characters’ personalities from their faces (q8). *What features of people most express their personality?*
- Discuss the term “sea legs” (q9). *Why would Flynn expect to get his sea legs? Ask if there are other words that students don’t understand. Check that student definitions in q9 are in context.*

### Your turn—page 7

- Students plan and write a narrative about looking for treasure, with some connection to the *Sea Legs* story they have read. It could be set before or after the *Sea Legs* story. Options for this connection include:
  - what happens when Mia and Flynn arrive at the dive site
  - how Uncle Earl first found the shipwreck
  - how Uncle Earl and Mel met and began to work together
  - how Mia and Flynn became friends.
- Continue the discussion about the cartoon images on p3. If students choose to include the scenes in their narratives, discuss how to make the connection, eg *Could the man washed up on the beach be from Mia and Flynn’s boat?* Make notes on the board for students to use as scaffolding. Allow less able students to label the actions in the images if it helps them. Make sure they sequence them correctly.
- Ensure that students plan their narratives before they start writing.

- Tailor the exercise for students at different levels, eg some may not have to write a resolution; some may be expected to draft and then publish work on a computer.

### Nouns—pages 8–9

- Review nouns—their function and spelling rules for plurals.
- Model writing the titles (proper nouns) of films currently showing (prepositions are not usually capitalised).
- Ask students to collect a list of unusual collective nouns from Internet research (q6), eg a murder of crows.

## Work Sheets

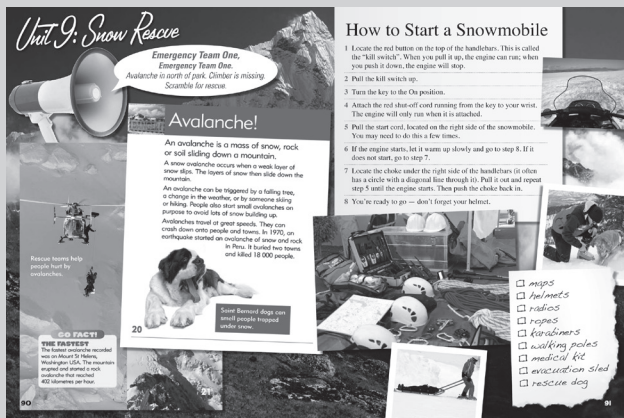
- **Work Sheet 1** is a research task. Through your library or the Internet (see *Other resources*), prepare a list of ships wrecked on Australia’s coast. Give each student the resources they need for the research task. If possible, mark the wreck sites of all the ships researched on a classroom map.
- **Work Sheet 2** requires students to share information with their peers after they have completed **Work Sheet 1**. Students work in groups of four or five. Students may need to do a draft before completing a good copy. When the work sheet is complete, ask students to discuss in their groups any similarities between the shipwrecks they have recorded (eg dangerous location, caused by bad weather conditions, sank during a war). Students summarize any similarities on their work sheets, and one member of each group presents to the rest of the class about the group’s findings.
- **Work Sheet 3** teaches the conventions and punctuation of direct speech. Study examples of direct speech in *Sea Legs* and other texts. Highlight examples of direct speech and explain that speech and punctuation are inside the quotation marks and everything else in the sentence is outside the quotation marks. See *Listening, speaking and extension* for an activity on direct speech.

## Assessment

- **Work Sheet 4** requires students to write an orientation to match a given narrative’s complications and resolution; write and punctuate direct speech; match definitions; and recognise types of nouns. See *Assessment Answers* opposite.
- To assess Student Book writing, use the [narrative rubric](#) (Teaching Guide p83).



# Unit 9: Snow Rescue



## In this unit

- **Source texts**—Contemporary literature (illustrated nonfiction) and everyday texts (instructions and a list)
- **Text features**—Information report, procedure
- **Writing**—Procedure for a mountain rescue
- **On the DVD**—Video clips of avalanche and wildfire control (4 clips, total 1:07 min.); Audio recording and script of radio news report; Teacher notes and planning sheet on *How to Conduct a Debate*
- **Other resources**—Saint Bernard dogs, see [www.nmbc.ch/deutsch/531\\_5\\_1.html](http://www.nmbc.ch/deutsch/531_5_1.html); Eruption of Mount St. Helens, see [pubs.usgs.gov/gip/msh//climactic.html](http://pubs.usgs.gov/gip/msh//climactic.html) and [www.fs.fed.us/gpnf/mshnmv/digital-gallery](http://www.fs.fed.us/gpnf/mshnmv/digital-gallery)

See *Teaching Guide* p vii for this unit's syllabus outcomes.

## The Big Picture

This unit uses high mountain rescues as a background for studying procedures. Many students will never have seen snow—use a map of America to locate alpine areas that regularly receive snow, and ask students to name other mountainous places in the world where there is snow. Discuss what students know about avalanches. *What are they? Why do they occur? Why are they dangerous? What other risks are there for people in mountain areas?*

**Avalanche!**—is an information report about avalanches. As with many information reports, it begins with a definition that identifies the subject of the report. The text has paragraphs about how avalanches occur, why they occur and how fast they travel.

**How to start a snowmobile**—is an instruction text (procedure) for starting a snowmobile, a common mode of transport in snow. The steps are numbered and almost all begin with action verbs. The procedure includes clear descriptions of how to find parts of the snowmobile.


**List of equipment**—is a list of equipment needed for a rescue; students use the list to write a procedure (see p95).

**Illustrations**—provide background for equipment mentioned in the texts, eg evacuation sled.

## In the texts—page 92

- Read through the procedure for starting the snowmobile (p91). Pause after each step and ask whether students understand what it is asking. Emphasize key words, such as *on*, *up* and *right*. *Does this text make sense to you? Would you change any words to make it clearer or provide more detail?*
- Discuss the purpose of procedures (q2). While long, complex procedures may be difficult to follow, the most important requirement is that steps are in the correct order.

## Listening, speaking and extension

-  Conduct a classroom debate on the topic: "People should pay for their own rescue." Two teams conduct a debate and each speaker has a set task. See *How to Conduct a Debate* on the DVD for notes on planning and conducting this debate.
- Students write a factual recount of the Mount St. Helens volcanic eruption and avalanche; see *Other resources*.
- Students write an information report about the Saint Bernard dog; see *Other resources*.

## Assessment Answers

### (see Teaching Guide page 55)

- 1 Dogs can smell and locate people buried under snow.
- 2 a false; b false; c true; d true; e true
- 3 5, 2, 4, 1, 6, 3
- 4 He put the compass into his pocket and trudged across the fields, looking out all the time for the bull. Yesterday, he had a close call, escaping very narrowly from the beast. While he knew it was not a real danger today, he looked over his shoulder often. During his journey, he watched other animals grazing peacefully under the trees on the other side of the fence.
- 5 Teacher to check

- Revise action verbs (q4) and brainstorm examples related to a rescue, eg think, climb, call, feel, dig. *Must each step in a procedure start with an action verb? What effect does it create if the step begins with an action verb?*
- Discuss why technical terms (q5) are common in procedures. *What does using technical terms assume about the reader of the procedure?*
- An example of extra information (q7) is “The engine will only run when it is attached”—this sentence could be removed from the procedure and the reader could still be able to start the snowmobile. Discuss why such information is included in procedures.
- Encourage students to think of procedures (q8) that are not just about using equipment, eg being interviewed, checking weather conditions.
- Review the features of an information report (q9), referring to *Avalanche!* to confirm its text type.

## Read and learn—pages 93–94

- Use q4 to help students translate what might be an abstract concept for them (a speed of 250 miles per hour) into something more tangible, such as how fast a jet aircraft travels.
- The kill switch (q7) is the red button on the right side of handlebars.
- Discuss whether a procedure can realistically help a person in every situation they find themselves. *Do you think the procedure on p91 would work if the snowmobile hadn't been started for three years or had no fuel? What limitations do procedures have?* Q8c encourages students to “fill in the gaps” of a procedure; in this example, they might repeat step 5 or go to step 7.
- Discuss the job done by dogs in rescues (q10). *In what other situations are dogs part of rescue teams? In what other ways are the abilities of dogs useful for people?* (eg guide dogs; drug and bomb detection dogs; guard dogs)
- Students may complete a research task on the Saint Bernard breed (q11); see *Listening, speaking and extension*.
- A karabiner (q15–16) is a spring-loaded metal clip for joining ropes together (lower centre of the photo on p91).
- Compiling a rescue medical kit (q18) is a good small group or whole class exercise.

## Your turn—page 95


- Students write a procedure for moving a rescued climber down a mountainside. They will need extra paper for planning. Stress that the order of actions is very important.

## Prepositions—pages 96–97


- Revise prepositions as words that help define the position of nouns in relation to each other, eg I drove the car over the bridge—“over” defines the position of the car in relation to the bridge; not under, through or beside, but over.

- Revise antonyms (q5); see definition on px.
- Remember that some prepositions can act as adverbs (q6), eg The play is over—“over” acts as an adverb.
- Choosing the correct preposition (q7) is very important, especially for ESL students.

## Work Sheets

-  **Work Sheet 1** asks students to compare disaster prevention procedures shown in video clips: intentionally triggering small avalanches to prevent the build-up of snow, and intentionally starting small, controllable fires to prevent the build-up of fuel. Play each clip at least twice.

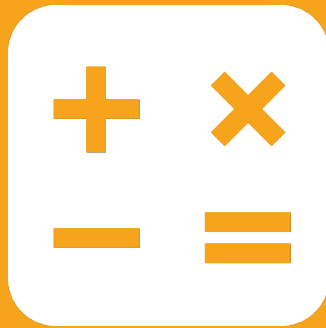
Title	Description	Duration
avalanche 1	Avalanche control work at Breckenridge Ski Resort in Colorado, USA.	23 sec.
avalanche 2		20 sec.
fire 1	Firefighters monitor a back-burning operation.	10 sec.
fire 2		14 sec.

- **Work Sheet 2** requires students to plan a walking trip and write a procedure to help their fellow walkers. They sketch a map of the walking route, either of a fictional mountain area or one they are familiar with or have researched.
-  **Work Sheet 3** is a listening task. Play the audio recording of a news report from the DVD about a successful mountain rescue. Students answer comprehension questions about the report. Play the recording at least twice, leaving time for answers. The script and work sheet answers are also on the DVD.

## Assessment

- **Work Sheet 4** assesses comprehension of the texts; sequencing of steps in a procedure; and prepositions and phrases. See *Assessment Answers* opposite.
- To assess Student Book writing and **Work Sheet 2**, use the [procedure rubric](#) (Teaching Guide p90).





# Math Lesson Plans



**Lesson Title:**

Graphs

**Grade Level:**

3

**Lesson Objectives:**

- Students will be able to create a scaled pictograph and answer one- and two-step problems related to the data.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

- Give each student a copy of one of the Survey Cards. Have students conduct a survey asking each student in their class what their favorite color is.
- Give students about 5-10 minutes to complete their surveys making tally marks in the correct column for each student.

**Materials Needed:** [Survey Cards](#), writing utensils, manila paper, colored pencils or markers, Favorite Color Questions ([Guided Practice Activity](#)), Pictographs ([Independent Practice Activity](#)), spinner with color sections, packages of colorful candies, balloons, or straws

**Procedure:**

1. Explain to the students that they will use their tally charts from their survey to create a pictograph. Give each student a sheet of manila paper and have colored pencils or markers accessible. Go over the key aspects of a pictograph with the students: key, scale, icons/pictures, category labels, and title.

**Procedure:**

2. Show students how to create a pictograph from their surveys using a scale of 2. First, have them make a graph, give it a title, and label the categories. Next, have them choose an icon. Since the icon can be anything, it can be simple like a circle, triangle, or square. Have the students make a key that shows that each of their icons equals 2 students. Ask students how they would show 1 student? Elicit responses until they know that half of an icon means 1 student. Allow students to finish their pictographs.
3. When all the students have created their pictographs, project a copy of the Favorite Color Questions (Guided Practice Activity) questions. Go through the questions together as a class. If there are discrepancies in the students' data, address this as some students may have answered differently when surveyed by different students, or they may have surveyed the same student more than once, or simply have them count their tally marks again. Use a general set of data gathered by the first question in the Favorite Color Questions.

**Independent Practice:**

- Give each student a copy of the Pictographs (Independent Practice Activity) to complete independently.

**Closing Activity:**

- Go over the answers to the Independent Practice Activity as a class.

### Advanced Learner Option

**Procedure:**

1. Put students into three groups. Tell the students that they will use the pictographs they created in the Guided Practice Activity to make new pictographs that have a different key and scale.
2. Have the first group use a scale of 1, the second group use a scale of 4, and the third group use a scale of 6. Once each group is finished, have them present their new graphs.

### Struggling Learner Option

**Procedure:**

1. Gather the students into a group. Project or show a spinner that has color sections. Give each student at least 2 turns to spin the spinner. After each spin, project their results in a tally chart that students can see.
2. Then, put the students into pairs. Working with their partners, ask the students to create two pictographs of the data collected using first a scale of 1 and then a scale of 2. Once finished, have students compare their graphs with the other partner pairs' graphs.

### Extension Activities

- Have the students make a pictograph by asking at least 20 people in which month they were born. Create the pictograph with the scale of their choice on manila paper.
- Have students use a package of colorful candies, colorful balloons, or package of colorful straws and create a pictograph with a scale of 2 that depicts the number of the colors represented in the bag.

**Math Lesson:** Functions

**Grade Level:** 3

**Lesson Summary:** Students begin by identifying what different groups of math problems have in common. The teacher then shows students a function machine and explains how it works. Students play a game in which they try to figure out the function machine's rule when the teacher gives them the input and output numbers. For independent practice, students match input-output tables to function machines that show their rules. Advanced learners create input-output tables based on word problems. Struggling learners work with the teacher to find the output of a function machine when the input and rule are given.

**Lesson Objectives:**
**The students will know...**

- How to use a function machine.
- How to read an input-output table.
- How to record information in an input-output table.
- How to match an input-output table to a function machine.

**The students will be able to...**

- Use a function machine.
- Read an input-output table.
- Match an input-output table to a function machine.

**Learning Styles Targeted:**
 Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Write the following groups of problems on the board.

- 1)  $2 + 3$ ,  $3 + 7$ ,  $8 + 3$
- 2)  $4 \times 2$ ,  $2 \times 10$ ,  $2 \times 6$
- 3)  $7 - 5$ ,  $10 - 5$ ,  $8 - 5$

Ask students to identify what each group of problems has in common. Make sure student understand that each of the problems in the first group are addition problems with 3 as an addend, each of the problems in the second group are multiplication problems with 2 as a factor, and each of the problems in the third group are subtraction problems that include 5 as the subtrahend.

**Whole-Class Instruction**

**Materials Needed:** 1 copy of the [Function Machine\\*](#) to project under a document camera, a document camera connected to a projector, writing utensils, 1 piece of construction paper per student, 1 pair of scissors per student, 1 bottle of glue or glue stick per student, 1 copy of the [Independent Practice\\*](#) per student

**Procedure:**

- 1) Use a document camera to project a copy of the Function Machine. Explain that the function machine is a mathematical tool that works in a very specific way. Point to the input arrow, and tell students that one number goes into the function machine. Point to the rectangle, and explain that the function machine changes the input number according to a rule that only it knows. Point to the output arrow, and tell students that the function machine puts out the new number that was changed by the secret rule.
- 2) Explain to students that they are going to play a game with the function machine. It will be their job to figure out what secret rule the function machine is using to change the input number. Draw

a blank input-output table on the board like the one shown below. Tell students that the table is used to show all of the input and output numbers of the function machine so that it's easier to figure out its rule.

Input	Output

- 3) Call on one student to tell you a number to use as input. You may want to give students some parameters (e.g. Numbers must be from 1-20.) Record the student's number in the first row of the input column. Without telling students the rule you are using, add 10 to whatever number the student said. Record the output in the first row of the output column. Call on 3 more students to provide an input number, record each one in the input column, and tell students the output (add 10) for each of their inputs. Ask students, "Can you figure out the secret rule of the function machine?" Elicit responses until a student says that you added 10 to each of the input numbers.
- 4) Erase the numbers from the input-output table, and tell students they will play a few more rounds. Repeat the same procedure for the following function machine rules:  $\text{input} \times 3 = \text{output}$ ,  $\text{input} - 1 = \text{output}$ ,  $\text{input} - 4 = \text{output}$ ,  $\text{input} \times 5 = \text{output}$ , and  $\text{input} + 8 = \text{output}$ . Remember to give students specific parameters that are appropriate for each rule (e.g. for the rule  $\text{input} - 4 = \text{output}$ , you may want to tell students that all of the input numbers must be larger than 4.)
- 5) Give each student a copy of the Independent Practice, a pair of scissors, a bottle of glue or glue stick, and a piece of construction paper. Explain the directions to students, and allow students to work independently.

### Advanced Learner

**Materials Needed:** 1 copy of the [Advanced Learner Independent Practice\\*](#) per student, writing utensils

#### Procedure:

- 1) Give each student a copy of the Advanced Learner Independent Practice, and do 1 example together as a group. Allow students to complete the remaining problems on their own.

### Struggling Learner

**Materials Needed:** 1 copy of the [Struggling Learner Activity\\*](#) to project under a document camera, a document camera connected to a projector, writing utensils

#### Procedure:

- 1) Gather struggling learners together, and project a copy of the Struggling Learner Activity. Have students look at the first function machine. Show students the input number and the rule. Remind students that the input number is changed according to the rule. Ask students what the output should be. Elicit responses, and record the correct response beside "output" on the function machine. Repeat this process for the remaining function machines.

\*see supplemental resources

**Math Lesson:** Area

**Grade Level:** 4

**Lesson Summary:** Students will begin by finding the area of two rectangles. The teacher will lead a discussion on how students found the area and discuss different possible strategies. Students will work in pairs to divide irregular shapes into rectangles, find the areas of the rectangles, and then add the smaller parts to find the total area. The teacher will lead a discussion on the different strategies used by the pairs to find unknown lengths in the shapes, divide the irregular shapes, and find the total area. All students will then work independently to solve for the area of irregular shapes. Advanced learners will have to show two ways in which they solved the problem, and struggling learners will have the irregular shapes already divided for them and use colored pencils as an aid.

**Lesson Objectives:**
**The students will know...**

- How to find the area of irregular shapes.

**The students will be able to...**

- Find the area of irregular shapes.

**Learning Styles Targeted:**
 Visual     Auditory     Kinesthetic/Tactile

**Pre-Assessment:** Give each student a copy of the [Pre-Assessment\\*](#). Ask students to find the area of both shapes. When students have finished, go over the correct area for Shape A (16 square units). Ask students how they found the area. Elicit responses, leading students to see that the area can be found by counting the squares covered by the shape or by multiplying the shape's dimensions. Accept all reasonable answers. Repeat this process for finding the area of Shape B (24 square units). Make sure students understand how to multiply the dimensions of a rectangle to find the area of it.

**Whole-Class Instruction**

**Materials Needed:** 1 set of [Guided Practice Shapes\\*](#) per pair of students, 1 set of Guided Practice Shapes to project under a document camera, a document camera connected to a projector, writing utensils, 1 piece of notebook paper per pair of students, 1 copy of the [Independent Practice\\*](#) per student

**Procedure:**

- 1) Tell students that it was easy to find the areas of the pre-assessment shapes because they were rectangles, and it was simple to either count the squares covered by the shape or multiply their dimensions.
- 2) Project the first shape from the Guided Practice Shapes. Point out to students that Shape 1 is not a rectangle; therefore, students can't simply multiply the dimensions to find the area. In addition, the squares inside the shape are not shown, so they can't count the squares either. Put students into pairs, and tell students that they must find a way to find the area of Shape 1. Give each pair of student a piece of notebook paper and allow them to talk together to figure out a way to find the area. As students are working, walk around a notice which pairs figure out how to cut the shape into two rectangles, find the area of both rectangles, and then add the two areas together. These would be students to call on when discussing how to find the area of Shape 1.
- 3) When students have finished, call on several pairs that you know divided the shape into smaller rectangles to share their strategies. Accept all possible ways of dividing the shape into smaller rectangles. Make sure students understand that the irregular shape can be divided into smaller

rectangles. Then, they can find the area of the smaller rectangles and add the areas to find the total area of the shape. Make sure students also understand how to find the unknown lengths in the shape by using the known lengths and adding or subtracting accordingly. Emphasize to students that dividing a shape into smaller parts to find the area is another strategy they can use to find the area when they cannot count squares or multiply the dimensions of a simple rectangle.

- 4) When students understand how to divide a shape into smaller rectangles to find its area, give each pair of students a set of the Guided Practice Shapes. Remind students that they have already found the area of Shape 1 and need not do that one. Ask students to work in pairs to divide the rectangle in a way that is helpful to find the area of the larger shape. Tell students to show how they divided the shape by drawing a dotted line. Remind students that there is more than one way to divide some of the shapes. When students understand the directions, allow pairs to work together on shapes 2, 3, and 4. Monitor that students are dividing the shapes appropriately and using the correct dimensions to find the areas of the shapes.
- 5) When all pairs have finished, project Shape 2 under a document camera. Ask a pair of students to come to the document camera and explain how they divided the shape and then found the area. When the first pair has finished explaining, ask students if any of them divided the shape differently. If so, choose a pair to share its method of solving the problem. Continue until shapes 3 and 4 have been discussed as well.
- 6) Give each student a copy of the Independent Practice, and allow them to work independently.

#### Advanced Learner

**Materials Needed:** 1 copy of the [Advanced Learner Independent Practice\\*](#) per student, writing utensils

#### Procedure:

- 1) Give each student a copy of the Advanced Learner Independent Practice. Read aloud the directions to students, and make sure they understand that they must solve for the area of each figure two times, each time showing a different way of dividing it and finding the area. Tell students that each figure has been shown twice so that they have room to show the two different strategies. If necessary, model one problem for students. When students understand the directions, allow them to work independently.

#### Struggling Learner

**Materials Needed:** 1 copy of the [Struggling Learner Independent Practice\\*](#) per student, 3 different colored pencils per student

#### Procedure:

- 1) Give each student a copy of the Struggling Learner Independent Practice and 3 different colored pencils. Point out to students that each of the figures has already been divided into smaller rectangles. Have students use different colored pencils to lightly shade the different rectangles in each figure.
- 2) When students have finished shading, discuss with students how to find the dimensions of each of the smaller rectangles within the larger figures. Remind students that they should find the area of each of the smaller rectangles and then add the areas together to find the area of the complete figure. You may want students to work with a partner, or you may want them to work independently. As students work, monitor that students are using the correct dimensions to find the area.



**Lesson Title:**

Add and Subtract Decimals

**Grade Level:**

5

**Lesson Objectives:**

- Students will be able to add and subtract decimal numbers through the hundredths.

**Learning Modalities Targeted:** Visual Auditory Kinesthetic/Tactile**Warm-Up:**

- Give each student a whiteboard, dry erase marker, and an eraser. Project addition and subtraction whole number problems involving regrouping one at a time for students to solve on their whiteboards. Have them hold up their whiteboards to check for understanding.

**Materials Needed:** whiteboards, dry erase markers, erasers, centimeter grid paper, writing utensils, newspaper advertisements or mailers, construction paper, scissors, glue sticks, [Decimal Addition and Subtraction Activity](#), [Memory Card Game](#), notebook paper, colored pencils, restaurant menus (Internet access), [Magic Square Activity](#)

**Procedure:**

1. Explain that when adding and subtracting whole numbers it is very important to line up the problems by place value. Stress to the students that this is also true for adding and subtracting decimal numbers. Go through the steps of adding and subtracting decimal numbers by lining up the decimal points and place value. Decimal numbers should not exceed the hundredths place.

**Procedure:**

2. Give each student 1-2 sheets of centimeter grid paper. Project addition and subtraction of decimal number problems where students can see and model for them how to use the centimeter grid paper to properly set up the problems. Continue this process making sure to show how to align decimal numbers with different places values.
3. Provide students with newspaper advertisements and/or mailers showing items for sale with prices, construction paper, scissors, and a glue stick. Give the students a set budget to shop with that includes decimals, such as \$55.95. Tell the students that they can “buy” 3 items from the advertisements while staying within their budget. The budget and number of items can be adjusted.
4. Have the students cut out the advertisements showing the prices and glue them to a sheet of construction paper. Then, ask the students to add their items together and subtract from the given budget to find the amount remaining in their budget. Be sure students understand that a budget means a limit that cannot be exceeded.

**Independent Practice:**

- Give each student a copy of the Decimal Addition and Subtraction Activity to complete independently.

**Closing Activity:**

- Go over the answers to the Independent Practice Activity as a class.

### Advanced Learner Option

**Procedure:**

1. Put students into pairs and give each pair a pre-cut set of the Memory Card Game, notebook paper, and writing utensils. Remind students how to play and allow them to continue. Students may find it helpful to color the backs of the problems one color and the backs of the answers another color. Then, reinforce to the students that they will chose one card from one pile to match it up to a card from the other pile. Have students show their work on their notebook paper. Player with the most matches at the end wins the game.

### Struggling Learner Option

**Procedure:**

1. Give each student in the group centimeter grid paper. Project the Independent Practice Activity and go through each problem together setting up each of the problems on the centimeter grid paper. Emphasize the importance of place value alignment.

### Extension Activities

- Have the students find a menu from their favorite restaurant either online or provided for them from the restaurant. Have them choose an appetizer, entrée, drink, and dessert and write down the prices of each. Then, have the students add to find the total (without tax). The students can work other problems from the menu prices as well.
- Give students a copy of the Magic Square Activity. Explain to them that the objective to complete the square by using addition. Each row, column, and diagonal must have a sum of 3.9.

<b>Math Lesson:</b> Fractions, Decimals, and Percents	<b>Grade Level:</b> 5
<p><b>Lesson Summary:</b> Students will recognize numbers as fractions, decimals, and percents. Advanced learners solve a real-world problem, and struggling learners will use a grid to model fractions and their equivalents.</p>	
<p><b>Lesson Objectives:</b></p> <p><i>The students will know ...</i></p> <ul style="list-style-type: none"> <li>that numbers can be written as fractions, decimals, and percents.</li> </ul> <p><i>The students will be able to...</i></p> <ul style="list-style-type: none"> <li>write a number as a fraction, decimal, and a percent.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Visual     <input checked="" type="checkbox"/> Auditory     <input checked="" type="checkbox"/> Kinesthetic/Tactile </p>	
<p><b>Pre-Assessment:</b></p> <ol style="list-style-type: none"> <li>Use this quick assessment to see if students know how to plot fractions and decimals. <ul style="list-style-type: none"> <li>Have students plot <math>\{1, 3/4, 0.25, 4, 1/2, 3/8, 2.15\}</math> on a number line.</li> <li>Note students who do not plot the numbers correctly.</li> </ul> </li> </ol>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> index cards and coins (pennies, nickels, dimes, quarters)</p>	
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>Explain how a fraction, decimal, and percent are parts of a whole. Have students represent different amounts of money <math>\{0.55, 0.15, 0.95, 0.25, 0.13, 0.63, 0.33, 0.87\}</math> as a fraction, decimal, and percent. Use coins as manipulatives, if necessary.</li> <li>Show how denominators of fractions represent different units.</li> </ol> <p><b>Guided Practice:</b></p> <ol style="list-style-type: none"> <li>Prior to class, create a set of index cards so that each card has a fraction, a decimal, or a percent. Be sure to include three equivalent forms of the number as cards in the set.</li> <li>Distribute one index card to each student.</li> <li>Have students walk around the room to find the other two cards that are their equivalent—the fraction, decimal, and percent equivalents should end up as one group.</li> </ol> <p><b>Independent Practice:</b></p> <ol style="list-style-type: none"> <li>Provide a table that has three columns labeled "Fraction," "Decimal," and "Percent," similar to the one below. Have the students complete the other two columns for each one.</li> </ol>	

Fraction	Decimal	Percent
$\frac{1}{2}$		
	0.25	
		40%
$\frac{3}{5}$		
	0.60	
		77%

**Closing Activity:**

- 7) Separate students into pairs and have them write a fraction, decimal, or percent on an index card. They shuffle the cards and take turns selecting a card and then give the number in the other two ways.

**Advanced Learner**

**Materials Needed:** Supermarket Circular

**Procedure:**

- 1) Have students read a Supermarket Circular to find the sale prices of deli meat or another product.
- 2) Ask students to write a shopping list that contains different kinds of deli meat. They need to include the amount that they plan to buy of each kind. Have them write the amounts in decimals and in fractions. Ask students to read the numbers out loud to reinforce their understanding of decimals and fractions.
- 3) Have students work in groups. Ask students to look for items that are  $\frac{1}{2}$  off, or  $\frac{1}{3}$  off. Have them change these fractions to decimals and percents.

**Struggling Learner**

**Materials Needed:** 100 square grids, 1 copy of the [Fractions, Decimals, and Percents Worksheet\\*](#) per student, writing utensils

**Procedure:**

- 1) Provide a 100 square grid and model different fractions and their equivalents by shading the appropriate number of squares.
- 2) Have students complete the Fractions, Decimals, and Percents Worksheet\*.
- 3) Be sure that students understand how to change from one representation to another.
- 4) Have students use a 100 square grid to model  $\frac{13}{100}$ , 76%, 0.15, 35%, 1%, 0.29,  $\frac{3}{4}$  and  $\frac{15}{100}$ .

**\*see supplemental resources**

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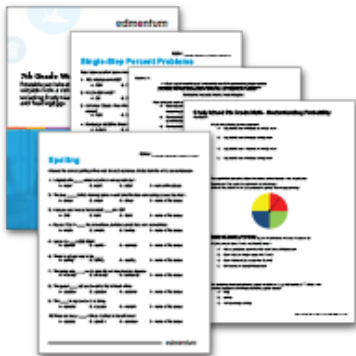
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