

TEACHING ACTIVITY PLAN for Fifth Grade Week 1

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ELA/Math (circle one) Objectives and Common Core/Next Generation Standard:

Common Core/Next Generation Standards:

- CCSS.ELA-LITERACY.CCRA.R.2
- CCSS.ELA-LITERACY.CCRA.SL.1
- CCSS.ELA-LITERACY.CCRA.W.1
- NCSS- Theme 4: Individual Development and Identity
- NCSS Inquiry Arc- Dimension 4

Objective:

After participating in a brainstorming activity and an interactive read aloud on *Iggy Peck, Architect* by Andrea Beaty, students will identify and explain Iggy's passion by creating a list, write, draw activity.

Motivation	<p>Students will watch a short clip of the episode of Friends where Monica and Phoebe try to recreate Phoebe's grandmother's secret chocolate chip cookie recipe and answer the question “Do you think the video clip was funny? Why or why not” and answer on Flipgrid.</p> <p>Students will then ask someone in their family about his/her favorite recipe to cook or bake and ask him/her about a secret ingredient used in the recipe.</p>
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<p>Pre-Assessment Aligned with Objective</p>	<p>Students will complete a Flipgrid video where they will answer the question: Did you think the clip was funny? Why or why not? and discuss their conversation with a family member about his/her “famous” recipe and the secret ingredient. Some questions for guidance on the conversation will include:</p> <ul style="list-style-type: none"> ● Why did Monica and Phoebe taste so many cookies? ● How do you think they felt after eating so many cookies? ● What is your family member's famous recipe? ● Why is that recipe so famous in your family? ● Is there a secret ingredient that makes it so delicious? ● Do you know what the secret ingredient is? ● Was it easy to find out what the secret ingredient is? ● How did you get the answer? <p>After recording their Flipgrid the students should watch two of their peers’ Flipgrid videos to get a sense of other famous recipes their classmates’ families might have!</p>
<p>Overview of Instructional Activities</p> <p>*Remember to include differentiation in either the Activities or Strategies section.</p>	<ol style="list-style-type: none"> 1. The students will listen to a read aloud of Iggy Peck, Architect By Andrea Beaty. 2. Students will be given guided comprehension questions before, during, and after the story to guide their listening of the story. The students can work on the guided comprehension questions with a family member. <ul style="list-style-type: none"> ● <u>Before Reading:</u> <ul style="list-style-type: none"> ○ What is something you love to do? ○ How do you feel when you are doing an activity that you love? ○ Do you continue to work on something you really like to do even if you did not succeed on your first try? ● <u>During Reading:</u> Stop and jot <ul style="list-style-type: none"> ○ While students are listening to Iggy Peck, Architect, they will pause the video at 2 minutes, 4 minutes, and the end of story. Students will use that paused time to stop, think and write about what they have listened to within the story to check for understanding. They are to jot down characters, feelings of characters, things the main character builds, how he feels when he can’t build in class,

	<p>what happens at the end of the story and any point that stands out to them (a part they enjoyed).</p> <ul style="list-style-type: none"> ○ Students can complete this stop and jot using various means including: post-its, typing, sketching/pictures. <ul style="list-style-type: none"> ● <u>After Reading:</u> <ul style="list-style-type: none"> ○ Students will complete an exit ticket through a Padlet where they will answer the following 3,2,1 question: List 3 things that Iggy built, list 2 materials Iggy used, and 1 important thing that I learned today from Iggy. <p><i>*Differentiation*</i></p> <ul style="list-style-type: none"> ● For the Padlet activity, students that need additional support in writing will be given sentence starters. ● For the stop and jot activity, students have the opportunity to demonstrate their understanding/comprehension by being given the choice of post-its, typing, sketching/drawing to build on their strengths. ● The post-alignment activity of “List, Write, Draw” allows students to have the choice of either listing, writing, or drawing their response which gives the student the opportunity to express their comprehension of the material by using an area of comfort and strength as opposed to using one that may cause difficulty.
Instructional Strategies	<p><u>Cooperative Learning</u>- The students will be able to read/watch their classmates answers, comment, and relate to them on Flipgrid.</p> <p><u>Discussion</u>-Students can engage in a conversation with an adult about a family recipe and figure out the secret ingredient to make it taste so good.</p> <p><u>Modeling</u>- The teachers will put up an example story of a recipe with a secret ingredient so students can better understand what is expected of them in their conversation with a family member.</p>
Resources	<ul style="list-style-type: none"> ● Read aloud of the story Iggy Peck, Architect By Andrea Beaty (YouTube)

	<ul style="list-style-type: none"> ● Friends episode link for cookie recipe ● Flipgrid Link ● Padlet Link
Post-Assessment Aligned with objective	Students will be given 3 minutes to complete List, Write, or Draw examples of Iggy's passions. Students will have the opportunity to select either listing, writing, or drawing. For 3 minutes they will fill in their paper of Iggy's passions in their selected method.
Independent Practice	Students will complete their list, write, draw activity as their independent work.

Incorporate suggestions to guide parents as they help their children to learn remotely to optimize the learning experience- Parents should try to do everything in their power to limit distractions. They should make space for learning, and allow the children to be flexible in their seating. Parents should be cognizant that children need breaks such as snack time and recess, like they would have in school. For social and emotional learning, it would be helpful for students to interact with friends via video chats to maintain that sense of normalcy and community.