

Elementary English & Language Arts

Instructional Unit | Lesson 5

Table of Contents

1. Objectives

2. Essential Question

3. Vocabulary

4. Materials

5. Lesson 5 | Introduction

[5.1 Additional Consideration for Emerging Readers](#)

[5.2 Additional Consideration for Emerging Communicators](#)

[5.3 Establish Goals/Objectives for the Lesson](#)

6. Lesson 5 | Body

[6.1 Direct Instruction and/or Facilitation of the Lesson Activity\(ies\)](#)

[6.2 Additional Consideration for Emerging Readers](#)

[6.3 Additional Consideration for Emerging Communicators](#)

7. Lesson 5 | Practice

[7.1 Additional Consideration for Emerging Readers](#)

[7.2 Additional Consideration for Emerging Communicators](#)

8. Lesson 5 | Closure

[8.1 Additional Consideration for Emerging Readers](#)

[8.2 Additional Consideration for Emerging Communicators](#)

1. Objectives

- Students will identify main ideas and summarize the supporting details.
 - Common Core State Standards: RI.3.1, RI.3.2 and RI.4.1, RI.4.2
- Students describe aspects of the author's purpose across a variety of texts.
 - Common Core State Standards: RL.3.4, RL.3.6, RL.3.7, RL.3.9 and RL.4.4, RL.4.6, RL.4.7, RL.4.9
- Students will recall information from their personal experiences for use in answering an open response question.
 - Core Content Connectors: 3.W.h1 and 4.WL.h1

2. Essential Question

- What is the author's purpose?
- In what ways do the author's craft help the reader to determine the theme or message?

3. Vocabulary

Review vocabulary from previous lessons.

4. Materials

- Theme sorting charts: Saturdays and Teacakes and Children of the Dust Bowl
- Chart paper
- Markers
- Class "A Story Map"
- Main Idea graphic organizer

- Paper
- Book, Saturdays and Teacakes
- Book, Children of the Dust Bowl
- Culminating Activity: Open Response Question
- Pencils

5. Lesson 5 | Introduction

Activate Previous Knowledge

1. Review the concept of the author's purpose (persuade, inform, entertain). Ask students:
 - a. What is the author's purpose in Saturdays and Teacakes? (to entertain)
 - b. What is the author's purpose in "Our School" from Children of the Dust Bowl? (to inform)
2. Explain to students that even though the author's purposes differed in the two texts, some of the themes overlapped when we sorted the theme strips in our prior lessons. Show students the two T-charts:

Saturdays and Teacakes

Theme	Not Theme
Childhood Memories	Bravery
Relationships	Farm Life
Family Traditions	Historical Events
Friendship	
Coming of Age	

Children of the Dust Bowl

Theme	Not Theme
Childhood Memories	Family Traditions
Relationships	Bravery
Friendship	
Coming of Age	
Historical Events	
Farm Life	

5.1 Additional Consideration for Emerging Readers

1. As the teacher reviews the concept of author's purpose, provide the same accommodations as in Lesson 2, Introduction, step 1.

Accommodations from Lesson 2, Introduction, step 1

As the teacher reviews the definition of author's purpose, provide a personal copy of the definition with symbol-based text. Provide symbol-based text versions of the three reasons why an author writes a text and the characteristics of each. Provide a 3-column T-chart with the columns labeled (in symbol-based text) persuade, inform, and entertain. Before this activity, copy the covers of the familiar books the teacher will be asking about and reduce their size to about 2-inch square. Have the student sort the "book covers" into the correct category of author's purpose as a result of the ongoing class discussion. The student could show his or her T-chart to respond to the teacher's questions or pre-plan a specific question and answer that the student can give.

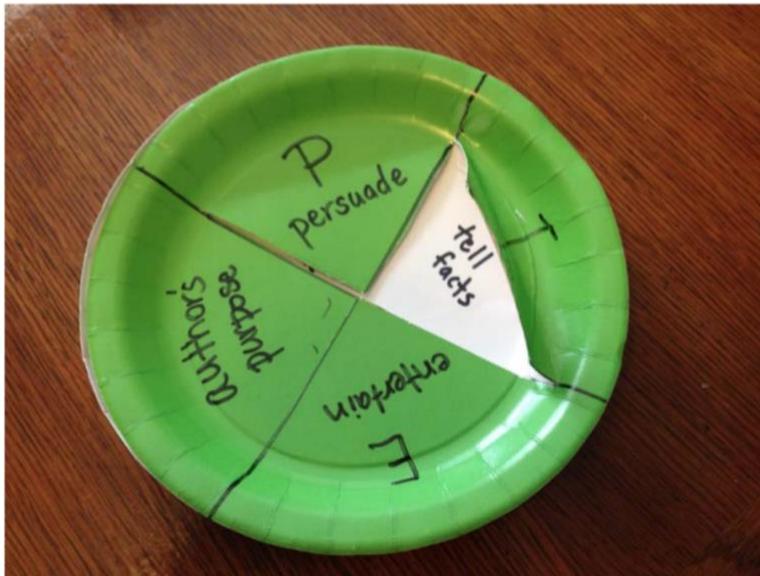
As the teacher asks the two questions about Saturdays and Teacakes and Chapter 8, Children of the Dust Bowl, provide the appropriately accommodated

choices of "persuade", "inform" and "entertain" together for the student to choose from.

2. Provide the two theme/not theme T-charts just as developed and provided in Lesson 2, Body, step 6 (Saturdays and Teacakes) and Lesson 4, Body, step 4 (Children of the Dust Bowl), and shown in this lesson's Introduction.

Model 1

Review author's purpose



Identify author's purpose for Saturdays and Teacakes and Children of the Dust Bowl



Model 1 caption: The use of an interactive representation can support the student to choose if the author's purpose is to persuade, entertain, or tell facts.

5.2 Additional Consideration for Emerging Communicators

1. As the teacher reviews the concept of author's purpose, provide the same accommodations as in Lesson 2, Introduction, step 1.

Accommodations from Lesson 2, Introduction, step 1

As the teacher reviews the definition of author's purpose, provide a personal copy of the definition with symbol-based text or other symbolic tactile representations appropriate for the student. Provide symbol-based text (or other symbolic tactile representations appropriate for the student) versions of the three reasons why an author writes a text and the characteristics of each. Provide a 3-column T-chart with the columns labeled (in symbol-based text or other symbolic representation appropriate for the student) persuade, inform, and entertain. Before this activity, provide the student with the previously accommodated book titles/covers (note: since these are familiar books having already been taught, provide the same accommodations used in the previous lessons). Have the student sort the "book titles/covers" into the correct category of author's purpose as a result of the ongoing class discussion. The student could show his or her T-chart to respond to the teacher's questions or pre-plan a specific question and answer that the student can give. A pre-planned answer might be pre-recording into a voice-output device which the student can activate in response to the teacher's questions.

2. As the teacher asks the two questions (What is the author's purpose in Saturdays and Teacakes?; What is the author's purpose in "Our School" from Children of the Dust Bowl?) provide the appropriately accommodated choices of "persuade", "inform" and "entertain" together for the student to choose from. If the student has difficulty in making choices, provide the correct purpose and one other purpose instead of all three together.
3. Provide the two theme/not theme T-charts just as developed and provided in Lesson 2, Body, step 6 (Saturdays and Teacakes) and Lesson 4, Body, step 4 (Children of the Dust Bowl).

Model 2

Review author's purpose



Identify author's purpose for Saturdays and Teacakes and Children of the Dust Bowl



Model 2 caption: The use of an interactive representations is paired with symbols to support the student's choice of the author's' purposes.

5.3 Establish Goals/Objectives for the Lesson

Inform students: "Today we are going to compare our T-charts on the themes from these two texts. With a partner, you will decide which theme best fits both texts. You must be able to justify the theme you have chosen using key events or details from the texts."

6. Lesson 5 | Body

6.1 Direct Instruction and/or Facilitation of the Lesson Activity(ies)

1. Students compare the T-charts and tell the teacher which themes appeared in both texts. The teacher lists the themes (childhood memories, relationships, friendship, and coming of age) on chart paper, board, etc. Keep these themes posted in an area where students can refer to them easily.
2. Post the large version of "A Story Map" with student responses recorded on it. Review results with students. Ask students:
 - a. Who were the characters? (Mammaw, boy)
 - b. What was the setting? (Mammaw's house/yard in the 1960's)
 - c. What were the key events? (answers will vary, reiterate the class consensus on key events written on story maps)
3. Post the Main Ideas graphic organizer. Ask various students to read aloud the main ideas and supporting details that the groups shared from the prior jigsaw activity.

4. Remind students that in prior lessons they identified key events and details in the two texts. They wrote these on sticky notes and placed it next to the appropriate theme.

6.2 Additional Consideration for Emerging Readers

1. Have student match themes across both T-charts. For example, if the T-charts have themes attached with Velcro® tape, the student can peel off "Childhood Memories" from the Saturdays and Teacakes T-chart and match to the "Childhood Memories" on the Children of the Dust Bowl T-chart. Then that theme gets placed on a "common themes" folder or in an envelope.
2. Provide the personal Story Map developed in Lesson 1, Practice, steps 2-4. Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

Pre-plan a response for the student to contribute.

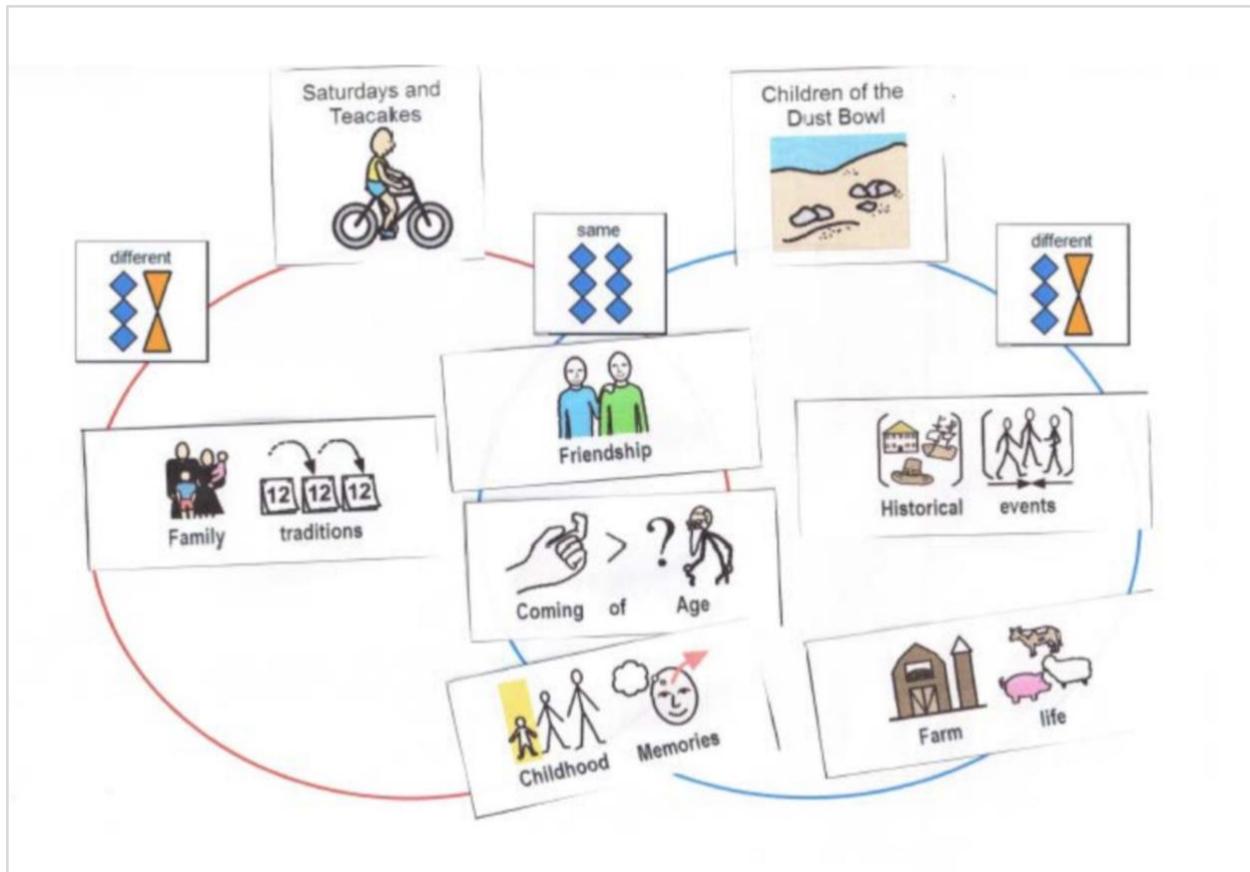
3. Provide the personal Main Idea graphic organizer developed in Lesson 3, Practice, step 2.

Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

Pre-plan a response for the student to contribute.

4. Provide the two texts with the sticky notes (or other annotations).

Model 3



Model 3 caption: Students identify common and different themes between the two texts studied. *Graphic resources with permission from Mayer-Johnson Dynavox*

6.3 Additional Consideration for Emerging Communicators

1. Have student match themes across both T-charts. For example, if the T-charts have themes attached with Velcro® tape, the student can peel off "Childhood Memories" from the Saturdays and Teacakes T-chart and match to the "Childhood Memories" on the Children of the Dust Bowl T-chart. Then that theme gets placed on a "common themes" folder or in an envelope.

2. Provide the personal Story Map developed in Lesson 1, Practice, steps 2-4. Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

Pre-plan a response for the student to contribute.

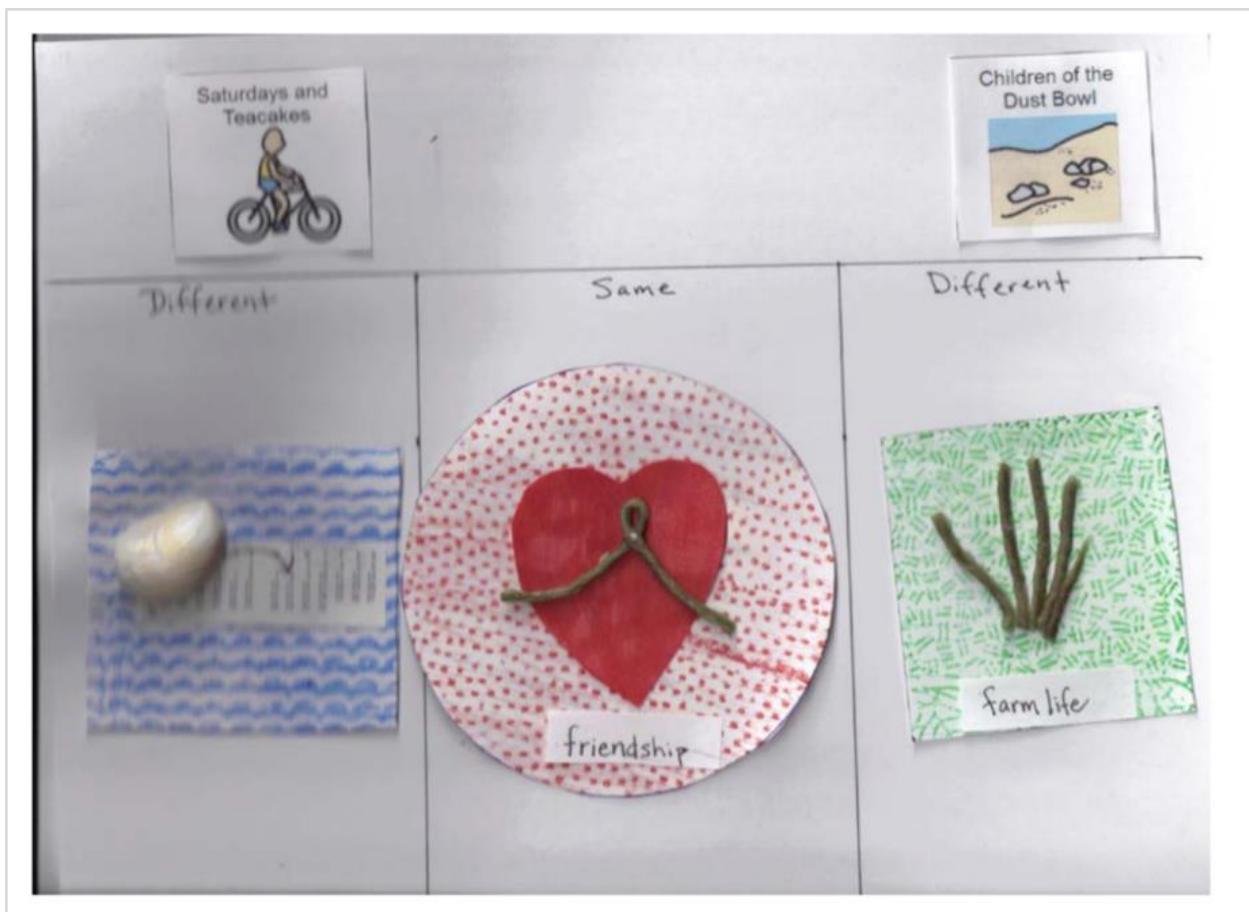
3. Provide the personal Main Idea graphic organizer developed in Lesson 3, Practice, step 2.

Have the student answer questions referencing his or her Story Map, using the preferred mode of communication.

Pre-plan a response for the student to contribute.

4. Provide the two texts with the sticky notes (or other annotations).

Model 4



Model 4 caption: Venn diagrams for the themes of the text may use the textured

symbols that were developed in previous lessons. *Graphic resources with permission from Mayer-Johnson Dynavox*

7. Lesson 5 | Practice

1. Students work with a partner to choose the theme that best fits both texts. They refer to the posted charts and graphic organizers to provide evidence to support their choice. Copies of Saturdays and Teacakes and Children of the Dust Bowl are also available for students to use.
2. Partners write down author's theme and list evidence. They share their results with the large group. Discuss the overall results when all partners have shared. If there is not a consensus with the groups, have a discussion that leads students to the theme: coming of age.
3. Present the following statements to students: "Don't worry, Mammaw. I won't ever forget" and "...they learned a most important lesson. They were as good as anybody else." Discuss the power of the author's word choice and how it supports the theme, coming of age.

7.1 Additional Consideration for Emerging Readers

1. Using the personal T-charts and the "common themes" bank developed in this lesson, Body, step 1, have the student work with his or partner and make a choice of the most appropriate theme. They could review each common theme in the context of each text and first sort into categories of "maybe" and "no". This should help narrow down the themes to compare and make a subsequent choice.

Allow the student to voice his or her opinion using the preferred mode of communication.

2. During the large group report-out and discussion, allow the student to provide information using his or her preferred mode of communication.
3. Present the statements to the student in the accommodated form which has been used in all previous lessons.

7.2 Additional Consideration for Emerging Communicators

1. Using the personal T-charts and the "common themes" bank developed in this lesson, Body, step 1, have the student work with his or partner and make a choice of the most appropriate theme. They could review each common theme in the context of each text and first sort into categories of "maybe" and "no". This should help narrow down the themes to compare and make a subsequent choice.

Allow the student to voice his or her opinion using the preferred mode of communication. A voice out-put device might be used with "yes" and "no" responses.

2. During the large group report-out and discussion, allow the student to provide information using his or her preferred mode of communication.
3. Present the statements to the student in the accommodated form which has been used in all previous lessons.

Model 5



Model 5 caption: Students may use a chart to sort common themes into No, Maybe, and Yes when trying to narrow down options to pick the most appropriate theme.

8. Lesson 5 | Closure

Revisit/Review Lesson and Objectives

Ask: "How did the author's writing help us decide on a theme?" (the key events and main ideas /supporting details) Explain that in both the texts, the author's ideas and word choice helped the reader to see that the children were able to grow into successful adults because they had someone special in their lives to help them.

8.1 Additional Consideration for Emerging Readers

Provide the responses of "key events", "main ideas", and "supporting details" in the most appropriate accommodated format used in previous activities so the student can use these to answer the teacher's questions.

Allow student to respond using preferred mode of communication.

Pre-plan information for the student to contribute.

8.2 Additional Consideration for Emerging Communicators

Provide the responses of "key events", "main ideas", and "supporting details" in the most appropriate accommodated format used in previous activities so the student can use these to answer the teacher's questions. Allow student to respond using preferred mode of communication. Pre-plan information for the student to contribute.

Adapted Rubric for both Emerging Readers and Emerging Communicators:

	Rubric	Adapted for Emerging Readers and Communicators
4	<ul style="list-style-type: none"> Names a special person Explains why they felt special Provides at least three supporting details <p>Utilizes appropriate language conventions: capitalization, punctuation, spelling, most of the time.</p>	<ul style="list-style-type: none"> Names a special person Provides two supporting details <p>Explains why they felt special</p>
3	<ul style="list-style-type: none"> Names a special person Explains why they felt special Provides two supporting details <p>Utilizes appropriate language conventions: capitalization, punctuation, spelling, most of the time.</p>	<ul style="list-style-type: none"> Names a special person Provides two supporting details
2	<ul style="list-style-type: none"> Names a special person Attempts to explain why they felt special <p>Provides several details but only one is a supporting detail</p> <ul style="list-style-type: none"> Utilizes appropriate language conventions: capitalization, punctuation, spelling, some of the time. 	<ul style="list-style-type: none"> Names a special person Provides one supporting detail
1	<ul style="list-style-type: none"> Names a special person Attempts to explain why they felt special <p>Provides no supporting details</p> <ul style="list-style-type: none"> Rarely utilizes appropriate language conventions: capitalization, punctuation, spelling 	<ul style="list-style-type: none"> Names a special person

Model 6

Unit 1 - Lesson 5 - ER



My papaw is special. He takes me fishing. We go, Big Blue at UK games. He lets me drive his tractor. I love papaw.

Dictated to teacher

Model 6 caption: After drawing their response, students may dictate their facts about a special person to a scribe.

Model 9

I love my mom

go back Sentence Starters erase clear

I am a You are Friends

I love It is woman girl mom sister Class

I've got a Have you grandpa grandma baby child Other

Play with Where is children adult and more words home

A reading window is used to narrow the choices. Each word is read to the student.

Model 7 caption: When naming a special person, students may benefit from using a reading window that narrows the choices on their communication device. Read each of the words to the student. *Graphic resource from [Super Core](#)*



The contents of this lesson were developed through Cooperative Agreements (#H326Y170004 and H373X100002), with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. These materials were originally developed by the National Center and State Collaborative (NCSC) (Cooperative Agreement #H373X100002). They were updated by TIES Center (Cooperative Agreement #H326Y170004).

TIES Center and NCSC are affiliated with the National Center on Educational Outcomes in the Institute on Community Integration at the College of Education and Human Development, University of Minnesota. Opinions expressed on this website do not necessarily reflect those of the U.S. Department of Education or Offices within it.

Project Officer: Susan Weigert

All rights reserved. Any or all portions of this document may be reproduced and distributed without prior written permission, provided the source is cited as:

TIES Center (2019). *Elementary English and language arts instructional unit. Lesson 5* (NSCS Resource). Minneapolis MN: University of Minnesota, TIES Center. (Materials developed by the National Center and State Collaborative, 2014 Minneapolis, MN: University of Minnesota, author.)