

Group Lesson Plan 1

Team name: Part 5

Team members: Brittney Shively, Nastassia Estreda, Reyna Llamas, Damian Santillan, Kyle Thompson, Dominic True

Topic to teach: Fact and Opinion

Reading: (My Reading) Being Bullied by Joy Berry

General goal(s): Teach the kids the difference between fact and opinion

Specific objectives (number of objectives is determined by the team):

1. Define Fact – Something that can be proven
2. Define Opinion- Cannot be proved, based on someone's thoughts, feelings and judgements.
3. Define hypothesis – educated guess, tests must be done to make sure the hypothesis is correct.
4. Define theory – explanation of a set of observations
5. _____
6. _____
7. _____

8.

Materials required: Quiz, paper, pencil, book

Introduction of the lesson to group being taught: introduce group, small summary of what we're going to be teaching them.

Practice examples: specific from my reading of "Being Bullied"

1. "You are a nobody" - opinion

2. Fact: bullies are people who act tough and like to fight.

3. Bullies opinion- "I wish I could play, but they probably wouldn't want to play with me."

4. Fact: Some people become bullies because they need attention. They want people to notice them.

5. Opinion: "I think we had better stay away from this kid"

6. Fact: bullies are less likely to bother you if you do not pay attention to them.

7. _____

Specific Examples: Specific to my book "Being Bullied"

1. ~~Bullies act tough and fight so they are as good as or better than other people~~ _____
2. ~~Examples of being bullied: tries to control you, tries to frighten you into doing something~~ _____
3. ~~Ignore bullies if you have to be around them~~ _____
4. ~~Do not look at them, Do not listen to them, Do not respond~~ _____
5. ~~If impossible to ignore – Tell them to leave you alone, be kind.~~ _____
6. ~~Walk away from bullies~~ _____
7. ~~Get help, tell your parents, teacher and or baby sitter~~ _____
8. _____
9. _____
10. _____

Quiz examples:

1. ~~Name a Fact about being bullied~~ _____
2. ~~What kind of opinion does a bully have about other kids?~~ _____
3. ~~"We'd like you to play with us, but not if you insist on being a bully." Is that statement a fact or an opinion?~~ _____
4. ~~"It's not nice being a bully" Is that statement a fact of an opinion?~~ _____
5. ~~Some people are bullies because they are frightened. Is that a fact or opinion?~~ _____
6. _____
7. _____
8. _____
9. _____

10. _____

Team evaluation of learning group: Teach each group of 5th and 6th graders the difference _____
between fact and opinion through how it relates to the picture book we read aloud to them.

Team evaluation of their own teaching strategies: _____

Group Lesson Plan 2

Team name: _____

Team members: Brittney, Nastassia, Reyna, Damian, Kyle, Dominic _____

Topic to teach: Modes of Writing _____

Reading: Little Moon Dog _____ by
Helen Ward _____

General goal(s): Explain the different modes of writing, especially narrative writing, since that's _____
what I am teaching through my book.

Specific objectives (number of objectives is determined by the team):

9. Teach the different modes of writing _____

10. Refer to my book as narrative writing

11. Teach some facts and opinions from the previous lessons

12. Have the students summarize and take vocabulary home with them

13.

14.

15.

Materials required: Book, Quiz, Notecards, Pens

Introduction of the lesson to group being taught: I'm going to read "Little Moon Dog," and teach you about a mode of writing called Narrative.

Specific explanations:

8. There is ONE voice telling the story, that of the man on the moon

9. The events occur according to time

10. _____

11. _____

12. _____

13. _____

14. _____

Practice examples:

11. Time line of what went on during the story _____
12. Explain who the narrator was _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Quiz examples:

11. Who was the narrator of the story? _____

12. Write out, or tell the time line of how things went _____
13. Was there any fact or opinions? _____
14. What kind of story was this? True or Fictional? _____
15. What was the message in this narrative? _____
16. _____
17. _____
18. _____
19. _____
20. _____

Team evaluation of learning group: Our group worked well together in trying to figure out what we were teaching the 6th graders.

Team evaluation of their own teaching strategies: My strategies work well; I taught the kids what and how to tell if the story was a narrative. Or any other mode of writing as well.

Vocabulary: Tranquil: peaceful, calm, and quiet

Mischievous: causing annoyance, harm, or trouble

Tourists: a person who is travelling

Supper: Evening meal, Dinner

Group Lesson Plan 3

Team name: _____

Team members: Brittney, Nastassia, Reyna, Damion, Kyle, Dominic _____

Topic to teach: Topics, Main Ideas, Authors Purpose, Transition words

Reading: _____ Wacky Wednesday _____ by
_____ Theo Lesieg _____

General goal(s): Teach the students what the main Idea and Authors Purpose is. _____

Specific objectives (number of objectives is determined by the team):

16. Make sure students understand what the topic, main idea, and authors purpose, are and mean

17. Use transition words, for examples

18. Give students vocabulary words

19. Quiz students on what I taught them

20. _____

21. _____

22. _____

Materials required: Book, Quiz, note cards, pens

Introduction of the lesson to group being taught: Today I'm going to be reading "Wacky Wednesday" and teaching you about what the main idea and Authors Purpose is.

Specific explanations:

15. Main Idea – Wednesday was wacky, all things were going wrong

16. Topic – Wednesday being wacky

17. Details – everything that happened throughout the day

18. Explain any vocabulary words

19. Authors purpose- to explain all things wacky in his day, but to show you it may have all been in his head afterall.

20. _____

21. _____

Practice examples:

21. Explain what the main idea of the book was _____
22. Explain things with examples from the book _____
23. Authors purpose throughout the book _____
24. Vocabulary words defines through the fact _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Quiz examples:

21. What was the Authors purpose? _____
22. What was the Main idea? _____
23. What do details do in a story? _____
24. Were things wacky, or were they just his imagination? _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Team evaluation of learning group: Authors purpose was easy to learn and teach the kids
because it was found in any book, easily.

Team evaluation of their own teaching strategies: For this topic to teach it might have been
easier to get my point across if I would've chosen a little bit harder book to read

Vocabulary –

Wacky: odd or irrational; crazy

Murmured: a low, continuous sound.

Group Lesson Plan 4

Team name: _____

Team members: Brittney, Nastassia, Reyna, Kyle, Dominic, Damion

Topic to teach: Authors Tone

Reading: Rapunzel by Paul O. Zelinsky

General goal(s): Teach the students what Authors Tone is through reading rapunzel

Specific objectives (number of objectives is determined by the team):

- 23. Teach the kids: What tone is, and how to tell

24. Definition of tone, and explain the different types

25. Become Familiar with ironic devices

26. Become familiar with Satirical devices

27.

28.

29.

Materials required: Lesson plan, quiz, pens, book, note cards

Introduction of the lesson to group being taught: Has your parent ever said "Watch your Tone"
Well Tone is the emotional quality of a story, having attitude or emotion.

Specific explanations:

22. Tone: refers to emotional quality of a story, the persons attitude or expression

23. Irony- contrast between what people say and what they really mean

24. Situational Irony- what's expected to happen, and what really does happen.

25. Satire- uses of ridicule to create awareness of flaws and to bring about change.

26. Caricature- for of satire, characters are exaggerated

27. Hyperbole- language what exaggerates.

28. _____

Practice examples:

31. Know tone of the story Rapunzel

32. Point out and Irony

33. Point out satir

34. Find examples of hyperbole, caricature, and situational irony

35. _____

36. _____

37. _____

38. _____

39. _____

40. _____

Quiz examples:

31. what is the tone of Rapunzel?

32. Was there irony in the story? _____

33. Was there any satire used? _____

34. Was Rapunzel an example of Caricature? Was /anything about her Exaggerated? _____

35. Was something expected to occur that didn't _____

36. _____

37. _____

38. _____

39. _____

40. _____

Team evaluation of learning group: Tone was a harder topic to teach than the other topics in the past weeks, it wasn't as easy to find examples in the books we were reading.

Team evaluation of their own teaching strategies: My strategies of pointing out examples during the reading, and also handing out vocab words works well with the students

Vocabulary-

Sorrow: distress caused by loss, affliction, and disappointment

Sorceress: Witch

Luxuriant: Abundant or lush in growth

Abundance: an extremely plentiful or over sufficient quantity of something.

Sheared: Trimmed to an even or symmetrical uniformed length