Lesson Title: Message for a Spy by Dorothy A. Heibel

Content Area and Grade Level: Reading – 5th Grade

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Brief Description of the Lesson/Unit:

The fifth grade class will read the historical fiction novel Message for a Spy. They will read about Jamie Niles, a 12-year-old boy, who must stay home to care for his sick ma while his pa goes off to fight in the Revolutionary War. Jamie’s father is fighting under General George Washington. Jamie has many responsibilities at home that are made more difficult when British soldiers occupy his village. Jamie discovers that he can accomplish his goal of doing something brave to help his pa and the Patriots.

The students will learn to classify information, understand the story from the characters’ different viewpoints, and evaluate and comprehend the Revolutionary War through the story.

South Dakota Content Standards:

- **Standard numbers and exact wording**
  - Reading
    - 5.R.1.1 Students will be able to use knowledge of word categories and word parts to determine meaning of unknown words.
    - 5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text.
    - Students are able to analyze organizational features to determine important ideas in fiction and informational text.
5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension.

5.R.2.2 Students are able to recognize the importance of literary elements and literary devices, and consider how they affect the message.

5.R.3.1 Students are able to question and compare literary selections from the perspective of various cultures and time periods.

5.R.4.1 Students are able to locate and determine the importance of information for use in study and research.

5.R.4.2 Students are able to use information from a variety of formats to make inferences and report conclusions.

Social Studies

5.U.S.1.3 Students are able to identify influential people and key events during the American Revolution.

5.U.S.2.1 Students are able to identify the reasons that lead to the development of colonial America.

5.U.S.2.2 Students are able to describe the political relationship between the colonies and England.

5.W.1.1 Students are able to identify the causes and effects of European exploration and their impact.

5.W.2.1 Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.

5.C.1.1 Students are able to define basic differences between various forms of government.

5.C.1.2 Students are able to define and describe the roles of democratic government in the United States.

5.C.2.1 Students are able to describe how volunteerism helped develop the United States.

5.E.1.1 Students are able to describe the role of trading in Early United States history.

**Unpacked standards (in student-friendly wording)**

**Reading**

5.R.1.1 I can figure out what a new word means by putting it into groups that I know and by breaking it into parts.

5.R.1.2 I can understand the events in the story by comparing and contrasting, looking for causes and effects, problems and solutions, and sequences.

5.R.2.1 I can tell that a story is historical fiction by the way the author has written the story.
· 5.R.2.2 I can recognize how the author has made the story more effective and the message clearer by looking for things like language from the time period, the plot, and point of view.
· 5.R.3.1 I can compare selections from different time periods and relate them to the novel.
· 5.R.4.1 I can use information from many different sources to help me make predictions and understand the story better.
· 5.R.4.2 I can use note-taking, inspiration, graphic organizers, outlines, and other ways to record information to help me understand and retell the story and relate it to history.

Social Studies

· 5.U.S.1.3 I can describe important people and events of the Revolutionary War.
· 5.U.S.2.1 I can identify reasons why the colonies and America came to be.
· 5.U.S.2.2 I can compare and contrast the political relations between Britain and the British Colonies in America.
· 5.W.1.1 I can tell the reasons why Europeans explored America and how their explorations changed America.
· 5.W.2.1 I can describe how other cultures clashed with and affected the colonies’ land, social life, and businesses.
· 5.C.1.1 I can compare and contrast the kind of government the colonies had and wanted with other kinds around the world.
· 5e C.1.2 I can describe how a democracy worked in the colonies and the United States today.
· 5.C.2.1 I can identify how important volunteers were in the Revolutionary War and compare and contrast them to the role volunteers have today.
· 5.E.1.1 I can describe how trading had a role and an impact on the causes that led up to the Revolutionary War.
1. What enduring understandings are desired?

- I want the students to be able to classify information from different viewpoints of the characters in the story.
- I want the students to understand what historical fiction is.
- I want the students to learn new vocabulary.
- I want the students to comprehend the time periods and events described in the book by sequencing information and applying the information to retell the story.
- I want the students to be able to correlate the choices the characters had to make in the story to the choices people have to make today in similar situations and have had to make in historical situations they read about in social studies.
- I want the students to be able to understand and classify the meanings of words into groups of similar words: homonyms, synonyms, antonyms, homographs, suffixes, and prefixes.

2. What essential questions will guide this unit and focus both the teaching and the learning?

- What is historical fiction?
- How does historical fiction correlate with history?
- In what ways do the characters in the story compare to real-life historical figures?
- How do the choices the characters make reflect how choices are made today in war situations

3. What key knowledge and skills will students acquire as a result of this unit?

Reading
- The students will understand and learn new vocabulary through the use of word categories. (homonyms, synonyms, antonyms, and homographs, suffixes, prefixes)
- The students will use discussion and questioning to comprehend unfamiliar text.
- The students will decide on and classify key events and record them using graphic organizers.
- The students will use their prior knowledge and experiences to predict and infer.
- The students will use cause/effect, comparison/contrast, problem solving, description, and sequence to understand the events of the story.
· The students will examine the structure of historical fiction.
· The students will describe how point of view affects a story.
· The students will consider and evaluate the author and time period perspective to decide how valid and authentic the historical fiction piece is.
· The student will compare information form different selections or sources.
· The student will use primary and secondary sources.
· The student will learn and use meaningful forms of note taking.
   (Inspiration software, outlines, note cards, and other graphic organizers)
· Students are able to use information from a variety of formats to evaluate and apply information to the novel study.

Social Studies
· The students will identify key individuals and the roles they played in the Revolutionary War.
· The students will recall key events and battles of the American Revolution.
· Students will identify some of the reasons why people chose the side they did during the Revolutionary War.
· Students will describe the different roles played during the American Revolution.
· Students will describe the effects the governments (British and Colonial) had on Colonial life and the choices colonists had to make.
· Students will be able to discuss the role volunteerism had in the Revolutionary War and the impact it had on the colonists’ lives.
· Students will identify and evaluate the actions of the British and the Colonists that led up to the Revolutionary War.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?**

· Students may know what fiction is, but not historical fiction.
· Students may misconceive that the Revolutionary War was only caused by the actions of the British.
· Students may not know the difference between today’s culture and the colonial culture.
· Students will have prior knowledge of exploration and how America came to be settled.
· Students may have interests in war and spy techniques used in wars.
· Students may have difficulties with identifying plot and the specific characteristics of historical fiction.
· Students will have prior knowledge and experience in using graphic organizers.
· Students will have a prior knowledge of the software “Timeliner” if it is chosen.
**Stage 2 : Determine Acceptable Evidence**

**What evidence will show that students understand?**

1. **Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):**
   - Before receiving the book, the students will complete the Anticipation Survey.

2. **Performance Tasks:**
   - Comprehension questions
   - Vocabulary
   - Teacher selected skill worksheets and activities on word groups such as homonyms, synonyms, antonyms, homographs, prefixes, and suffixes
   - Class discussions
   - Mapping
   - Graphic organizers

3. **Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):**
   - Reading Response Trifold
   - Writing prompts
   - Graphic organizers
   - Accelerated Reading final book test
   - Contract elements for final project

4. **Formative Assessment (Dialogues, Observations, Work Samples, etc.):**
   - Class discussions
   - Post-it notes content
   - Group work
   - Writing assignments
   - Reading Response Trifold

**Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.**
As students are working alone or in pairs, they will write at least 10 words from each chapter that they do not know the meanings of. I will pair students together who have similar words (or unsimilar) and choose the 10 words that I would like them to look up and write meanings and sentences for. As the need arises, whole class lessons on vocabulary words will be held with everyone learning the same words.

5. **Student Self-Assessment:**

- Vocabulary
- Contract
- Writing prompts

6. **Attach or include specific rubrics being used for this lesson/unit:**

(See the Writing Prompt Rubric and the Contract Rubric at the end of this lesson.)
Stage 3 : Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:
   - Anticipation survey
   - Vocabulary
   - Writing prompts
   - Skills worksheets (teacher selected covering word groups and organizers)
   - Class discussions
   - Individual, pair, or small group reading
   - Graphic organizers
   - Creating chapter titles
   - Reading Trifold
   - Contract as final project
   - Accelerated Reading final book test
   - Visit to the classroom by the author

2. Materials, Supplies, & Resources (technology & print):
   - 17 copies of Message for a Spy
   - Contract copies for students
   - Contract Rubric for students
   - Graphic organizers for students (some will be done individually, some will be done as a class through the use of a SmartBoard – Venn Diagrams, T-charts, Window Pane, Story Timelines, and Character Webs)
   - The software “Timelinier” and Accelerated Reading program
   - Reading Trifold and Microsoft Publisher to print it

3. Classroom Management:
   - Choosing vocabulary words according to individual skills
   - Reading individually, in pairs, or small groups according to skills and vocabulary choices
   - Graphic organizers to be done as whole class and individually, in pairs, and small groups
   - Skills lessons as a whole class (synonyms, antonyms, homographs, homonyms, prefixes, suffixes, etc.)
   - Writing prompts to be completed individually
· Reading Trifold to be done independently
· Contract work to be done individually
· Accelerated Reading final test

4. **Support Services and Special Teacher Notes:**

Students will be sometimes grouped according to like abilities and unlike abilities. Small group instruction for groups needing more attention to a certain skill may be needed. The Resource Room teacher may also take groups that contain Resource Room students for extra help and instruction.
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:
   - Anticipation Survey
   - Independent, pair, and small group reading
   - Graphic organizers as individual, pair, small groups, or class
   - Class discussions
   - Rubrics
   - Writing prompts

2. Differentiated Content:
   - Some content will be presented through individual work, pairs, small groups, or in class discussions
   - Some class discussions will be led by the teacher, and some will be student-led
   - Students will be choosing their own vocabulary to look up and prepare sentences for
   - Students will be choosing own ways to complete Reading Trifold

3. Differentiated Product:
   - The Reading Trifold and the Contract will be the differentiated products. Each student will complete their contract and trifold individually with their own choice of ingredients and answers. Each student will choose the same number of ingredients to complete their contract.