**Lesson Title:** The Islander

**Content Area and Grade Level:** Language Arts 5th Grade

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**Brief Description of the Lesson/Unit:**

I will be reading aloud The Islander, by Cynthia Rylant. Two activities that we will be focusing on are cubing and a RAFT writing assignment. The cubing will be focused around recognizing literary elements within the text, and also making connections as well. The RAFT writing will take the role of a key that was found by the main character. When the assignment is given the students will be unaware of what this key does. Their job as the role of the key is to predict and tell the boy what powers you have as the key and how important you are. The Audience will be the little boy, Format will be a letter, and the Topic will be Which Key Am I?

**South Dakota Content Standards:**

- **Standard numbers and exact wording**
  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.4.2 Students are able to use information from a variety of formats to make inferences and report conclusions.
  5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and information text.
  5.W.1.1 Students are able to use the writing process to produce narrative, and descriptive pieces with clear organization, focused topic and supportive detail.
• **Unpacked standards (in student-friendly wording)**
  5.R.2.2 I can find the importance of reading elements (characters, plot, themes, point of view, mood) and connect with how they help me understand the book.
  5.R.4.2 I can use the information from different texts to make inferences and write about the outcomes.
  5.R.1.3 I can analyze books to figure out important ideas in fiction and other texts.
  5.W.1.1 I can complete a writing piece that is clear, organized, and focused around a main topic.
1. **What enduring understandings are desired?**

   Students will continue to learn that they have many different connections with different text. They will also continue to understand the importance of taking a different roles and seeing things from another perspectives. This allows the student to be more imaginative in all areas.

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

   * Why is it important to take the role of things that might not be able to talk or communicate sometimes?
   * How does writing in a different role help you learn how to write better?
   * Why is it important to know all the details in the cubing process?
   * What type of genre is this book?
   * How are the characters in the book related to people that you might know?
   * Why is being able to connect with a book important for people to help them understand the reading?

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

   Students will find out it is important to think outside of the box and not just what they feel, but what others feel and what some objects might feel. The students will have the opportunity to take the role of an object that can't talk, but they will explore their imagination to come up with creative ideas.

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

   **PRIOR KNOWLEDGE**
   * Identify literary terms
   * What RAFT is= ROLE, AUDIENCE, FORMAT, TOPIC
   * Connecting text to text, text to world, and text to self
   * The cubing process and vocabulary

   **DIFFICULTIES**
   * Writing in a perspective they might not have experience in, or dealt with yet
   * Understanding the concepts for cubing, vocabulary, and being able to connect
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

   * Journal entries on what cubing and RAFT writing is.
   * Question list of what they can't remember and need a review.
   * Vocabulary pretest on cubing categories, Associate It, Apply It, Analyze It, Argue For or Against, Describe It, Compare It.

2. Performance Tasks:

   Students will be creating their cube using the categories listed above. Students will write their RAFT assignment mid way through the book before they know what the key really does for this little boy and its importance.

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

   Students will take a comprehension test after the book and activities are completed.

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   Students can compare and contrast their RAFT writing predictions with what really happened in the book. What items did they connect with, or were accurate with. What ideas did they not even think of when coming up with their own ideas. Why it is important to know that their predictions aren't wrong, it was just that the author didn't write it just like they had thought, and stories can end in many different ways.

   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.

   Comparing and contrasting ideas of what they thought would happen and what really did happen will be a great focus on why they are good authors. There is no right or wrong way to end a story, but it is the authors choice. We all make different choices and that is what makes our writing all unique.
5. Student Self-Assessment:

Self Assessment rubric on vocabulary terms, following instructions, completing assignments in a timely fashion, and did I ask good questions when I needed help.

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

   Exploring literary elements and analyzing them, taking a role that normally wouldn't be taken by a young writer, comparing and contrasting their thoughts with the thoughts of the author, what makes a good book and a good writing piece.

2. Materials, Supplies, & Resources (technology & print):

   The Islander, by Cynthia Rylant
   Cubing cut and paste sheet
   Cubing notes with vocabulary and topics
   RAFT guide sheet for brainstorming ideas

3. Classroom Management:

   Students will first have to listen to the reading aloud and take notes for their cubing activity. Students will then work individually on their RAFT assignment. Oral reading will then take place again and students will complete their cubes individually with their notes and knowledge. Students will then compare and contrast with a partner to see how their ideas and the authors were similar and different. Students will then share thoughts with the class on their ideas, likes, dislikes, and self assessment.

4. Support Services and Special Teacher Notes:
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:

   - Pre-assess journal writing
   - Class Discussion
   - Cubing Activity
   - RAFT Creative writing
   - Rubric and self assessment
   - Partner Conference and compare and contrast

2. Differentiated Content:

   - Read Aloud listening skills
   - Different Role Writing

3. Differentiated Product:

   Students are producing the same assignments, but will all turn out totally different. Students have the opportunity to be creative, and yet learn important vocabulary terms and concepts.