

# One Well- Reading

**SUBJECT**

Reading

**TEACHER**

Tharan Suvarna

**GRADE**

5

**DATE**

2-25-21

**OVERVIEW**

Students will learn how to identify Authors Point of View by filling in a graphic organizer.

**PHASES**

**TEACHER GUIDE**

<p><b>CONTENT STANDARDS/MATERIALS AND RESOURCES</b></p>	<p>RI 5.8 -Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI 5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Materials: Computer, McGraw Hill</p>
<p><b>BIG IDEA</b></p>	<p>How water is an important natural resource by summarizing and finding the authors POV.</p>
<p><b>LEARNING TARGET</b></p>	<p>I can give examples of reasons and evidence within a text that supports the points an author is making.</p> <p>I can pick out the main idea of the text and find their supporting details. I can summarize the text.</p>
<p><b>DIRECT INSTRUCTION</b></p>	<ol style="list-style-type: none"> <li>1. Open McGraw Hill</li> <li>2. Review what summarizing and authors POV.</li> <li>3. Turn to page 330</li> <li>4 Start reader at the end of the page stop and ask the students to paraphrase the main idea of the section.</li> <li>5 Ask about why and how we keep the Great Lakes clean?</li> <li>6. Then continue to the next page and read that then ask: What are the purpose of the captions in this page?</li> <li>7. Keep reading the text. After we finish the sections have the students summarize the sections then do the stop and check on the page.</li> <li>8. Ask the next question on why runoff is bad?</li> </ol>

**PHASES****TEACHER GUIDE**

	<p>9. Continue to read on the next page stop at the end and ask why does the author compare the wetlands to a water treatment plant?</p> <p>10. Continue reading after reading have students come up with the two details on the page and have them find the authors point of view and fill out the graphic organizer.</p> <p>11. Finish the book and have students answer the essential questions</p> <p>12. Have students summarize the text and answer the text evidence questions.</p>
<b>REVIEW/CLOSURE/ASSESSMENT</b>	Answering the text evidence questions is the Assessment
<b>HOMEWORK</b>	Finish the graphic organizer we started on Wednesday

**ANTICIPATORY SET**

I asked them before to tell me how water is important to life on earth.

**LEARNING ACTIVITY**

Graphic Organizer they need to fill out.