## TEKS Based Lesson Plan

**Subject:** 5th Grade Reading  
**Weeks:** First Nine Weeks Group 3

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<th><strong>Unit of Study:</strong></th>
<th>Analysis of Literary Texts</th>
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### Essential Questions:
- What is a conflict?
- What are characters?

#### TEKS/Essence Statements:

**5.6) Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

- (A) explain the roles and functions of characters in various plots, including their relationships and conflicts;

**STAAR Reporting Category 2 – Understanding and analysis of Literary Text:** The student will demonstrate an ability to understand and analyze literary texts.

**Essence Statement:**
- Identifies plot and character interaction in literary texts.

### Critical Skills/Postsecondary Goals:

*This section needs to be completed based on the students in your class. However, recommended critical skills for this lesson could be the following:*

**Social Skills:**
- Peer interaction
- Sharing objects
- Conversational skills
- Knowing what to do in different situations

**Problem-Solving Skills:**
- Recognizing what is expected for a given situation
- Knowing the difference between right and wrong

**Communication Skills:**
- Responding to basic yes and no questions
- Share ideas and opinions
- Asking “wh-” questions
- Conversation skills
- Asking clarifying questions

### Instruction/Classroom Activities:

**Small Group Direct Teach-**  
**Activity 1:**

Begin a KWL chart and ask the student’s What is a conflict? What is problem? Discuss what do the students already know about this subject. Next help the students come up with some ideas about what they want to know about problems. Why do they think it is important to learn about problems?
Assessment:
- Level 3 - The student will determine what they want to learn about what a conflict is.
- Level 2 - When given choices, the student will identify what they want to learn about what a conflict is.
- Level 1 - The student will acknowledge the KWL chart.

Activity 2-
Begin by showing the conflict PowerPoint. Show the pictures and discuss what they think a conflict is based on the pictures within the PowerPoint. Then discuss and model the use of the 4 Corners Vocabulary template for the word conflict. (http://en.wiktionary.org/wiki/conflict)

Assessment:
- Level 3 - The student will determine an answer to the question asked about the lesson vocabulary.
- Level 2 - When provided with choices, the student will identify an answer to the question asked about the lesson vocabulary.
- Level 1 - The student will acknowledge the picture of one of the vocabulary words.

Activity 3-
Lisa Storm Fink from NCTE provided this lesson.

Ask your students to respond in writing or verbally to the questions, "What is conflict? What are some times in your life that you have been faced with conflict?" Discuss the responses as a class, looking for the similarities and differences in their responses. Using books selected from the list of Picture Books that Illustrate Strong Plot Development and Conflict Resolution, explore the picture books, paying particular attention to the conflict in the books. Ask students to share the conflicts they saw in the books. Use the NEISD questioning stems to guide you questions. Record these conflicts discussed on the board/chart paper. Ask the students if they see any similarities between the different types of conflicts. From that question, ask the students if they can combine and categorize similar conflicts. You will probably need to model this. Next, ask the students if they can label the different types of conflict. Using the students' responses, guide them to the labels of "Character vs. Character," "Character vs. Self," "Character vs. Nature," and "Character vs. Society." Help students work through their definition of plot conflict by viewing the Plot Conflict PowerPoint Presentation (or hand out copies of the slides to the students). Using a book from the list of Picture Books that Illustrate Strong Plot Development and Conflict Resolution, read a selected passage or show an illustration which demonstrates one of the types of conflict. For instance, if you share *The Lorax* by Dr. Seuss, read the Example Conflict Passage from Dr. Seuss's *The Lorax* where the Lorax describes the plight of the Brown Bar-ba-loots. Ask the students to identify the type of conflict and the reasons for the category they have chosen. For the passage from *The Lorax*, students should notice the conflict of character vs. character in the comments that the Lorax makes to the Once-ler and the conflict of Character vs. Nature in the plight of the Brtown Bar-ba-loots as well as in the way that the Once-ler is interacting with the Truffula trees in the story. Encourage the students to use words from the text. As they provide examples, refer to the words in the book and reread the word or phrases so that they see and hear them within the context of the story. For the passage from *The Lorax*, echo phrases such as "hacking my trees to the ground," which describes the Once-ler's treatment of the Truffula Trees and the conflict between the Once-ler and the Lorax. Listen to the discussion to assess the students' understanding of the conflicts.
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**Assessment:**
- Level 3- The student will determine what they learned about what a conflict is.
- Level 2- When given choices, the student will identify what they learned about what a conflict is.
- Level 1- The student will acknowledge the picture books.

**Stations/Centers- Level 3 & 2 Stations:**
  Students can write their own fiction works, and create their own characters.
- Daily 5 Read-to-Self Station: Students can read either the pictures or words of various fiction stories in the class Library.
- Daily 5 Read-to-Someone Station: Students can read either the pictures, words, or retell the stories in pairs.
- Daily 5 Listen-to-Reading Station: Students can listen to Tumble Books or Start-to-Finish books.
- Daily 5 Work-on-Writing Station: Students can work in pairs and brainstorm together and write or dictate a fictional story.
- Daily 5 Work-on-Words Station: Students can use personal word wall words or they can work with the content word wall words (conflict, fiction, trait, plot, character, setting, and theme) and do the activities from the websites below.
  ([http://specialed.about.com/od/wordwalls/a/morewordwalls.htm](http://specialed.about.com/od/wordwalls/a/morewordwalls.htm),
  [http://www.teachingfirst.net/wordwallact.htm](http://www.teachingfirst.net/wordwallact.htm),
  [http://www.teachingfirst.net/wordwall.htm](http://www.teachingfirst.net/wordwall.htm))

**Level 1 Stations:**
- Daily 5 Listen-to-Reading Station: Students can listen to Tumble Books or Start-to-Finish books.

**Individualized Communication Planning:** *This section needs to be completed based on the individualized communication needs of the students in your class.*

**Differentiated Tasks:**

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Materials/Resources:
• Create a KWL chart; You may use the KWL Smart Notebook file already created for you.
• Smart Notebook Software
• Conflict PowerPoint
• 4 Corners Vocabulary template & internet resources
• Chart paper
• Markers
• Book List
• Books selected from the book list of Picture Books that Illustrate Strong Plot Development and Conflict Resolution
• NEISD story plot questioning stems
• Plot Conflict PowerPoint
• Four Column Conflict Chart
• Class Library
• Student Computers
• Start-to-Finish books

*Materials need for stations are not listed, and may or may not be included as provided materials.

Assessment Strategies: This section needs to be completed based on the strategies appropriate for the students in your class.

IEP Connections: This section needs to be completed based on the IEPs documented in the students’ ARDs in your class.

Work Cited Information:
• Wikipedia’s Free On-line Encyclopedia (http://en.wikipedia.org/wiki/)
• Picture dictionaries (http://dictionary.reference.com/)
• Microsoft Word Clip Art
• Boardmakera and the Picture Communication Symbols© © 1981-2004 Mayer-Johnson LLC - P.O. Box 1579, Solana Beach, CA 92075 U.S.A. Phone (800) 588-4548 web site: www.mayer-johnson.com
• All Smart Notebook Activities from Smart Exchange (http://exchange.smarttech.com/index.html#tab=0)
• NEISD Reading Program Support Documents