

## ELA Trucking Unit

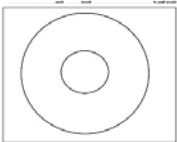
### Grade 5: ESE/ESOL (small group: differentiated instruction)

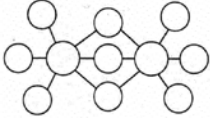
Standards: **LAFS.5.RI.2.4** and **LAFS.5.RI.2.5**

*\*\*Contact the Florida Trucking Association at (850) 222-9900 for a free classroom copy of “Truck Trouble,” the book used in this lesson!*

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Standards:</b></p> <p><b>LAFS.5.RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Cognitive Complexity:</b> <i>Level 2: Basic Application of Skills &amp; Concepts</i></p> <p><b>LAFS.5.RI.2.5</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p><b>Cognitive Complexity:</b> <i>Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>	<p><b>Standards:</b></p> <p><b>LAFS.5.RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Cognitive Complexity:</b> <i>Level 2: Basic Application of Skills &amp; Concepts</i></p> <p><b>LAFS.5.RI.2.5</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p><b>Cognitive Complexity:</b></p>	<p><b>Standards:</b></p> <p><b>LAFS.5.RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Cognitive Complexity:</b> <i>Level 2: Basic Application of Skills &amp; Concepts</i></p> <p><b>LAFS.5.RI.2.5</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p><b>Cognitive Complexity:</b> <i>Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>	<p><b>Standards:</b></p> <p><b>LAFS.5.RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Cognitive Complexity:</b> <i>Level 2: Basic Application of Skills &amp; Concepts</i></p> <p><b>LAFS.5.RI.2.5</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p><b>Cognitive Complexity:</b></p>	<p><b>Standards:</b></p> <p><b>LAFS.5.RI.2.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Cognitive Complexity:</b> <i>Level 2: Basic Application of Skills &amp; Concepts</i></p> <p><b>LAFS.5.RI.2.5</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p><b>Cognitive Complexity:</b> <i>Level 3: Strategic Thinking &amp; Complex Reasoning</i></p>

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<p><b>Engage:</b></p> <ul style="list-style-type: none"> <li>TSW independently create a <b>Circle Map</b> (see below) of items that they have ordered online for themselves.</li> </ul> 	<p><b>Explain:</b></p> <ul style="list-style-type: none"> <li>The teacher will engage students in a discussion about how trucks are the number one source of how people receive products.</li> <li>The students/teacher will read the text.</li> </ul>	<p><b>Higher Order Thinking Questions:</b> (The Teacher will stop at strategic points throughout the text to check for understanding).</p> <ol style="list-style-type: none"> <li>After reading page 4, why did John get up early?</li> </ol>	<p><b>Higher Order Thinking Questions (cont.)</b></p> <ol style="list-style-type: none"> <li>Why couldn't John stop for long when Paul arrived?</li> <li><b>Part A:</b> What problem did John encounter when he drove onto the freeway?</li> </ol>	<p><b>Higher Order Thinking Questions (cont.)</b></p> <ol style="list-style-type: none"> <li>What problem might John encounter after reading page 21?</li> <li>On page 23 why did John say, "This isn't my day!"?</li> </ol>
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<ul style="list-style-type: none"> <li>The teacher will pair students. TSW create a <b>Double Bubble Map</b> (see below) to compare/contrast items that they have ordered online for themselves.</li> </ul>  <ul style="list-style-type: none"> <li>The teacher will introduce the text. TSW complete the <b>Guided Reading Model</b> (see below)</li> </ul>	<ul style="list-style-type: none"> <li>TSW create graphic organizers for each vocabulary word (see example below).</li> </ul> <table border="1" data-bbox="562 363 905 560"> <tr> <td><b>Word</b></td> <td><b>Definition</b></td> </tr> <tr> <td><b>Sentence</b></td> <td><b>Illustration</b></td> </tr> </table>	<b>Word</b>	<b>Definition</b>	<b>Sentence</b>	<b>Illustration</b>	<ol style="list-style-type: none"> <li>2. What problem did John encounter when he checked the engine?</li> <li>3. What did John do right after he checked the engine?</li> <li>4. After reading page 12, why do you think John was in a hurry?</li> </ol>	<p><b>Part B:</b> Why was this a problem?</p> <ol style="list-style-type: none"> <li>7. After reading page 17, what problem might John encounter?</li> <li>8. <b>Part A:</b> After reading pages 18-19, what <b>two</b> problems did John encounter? <b>Part B:</b> How did John solve the problems?</li> </ol>	<ol style="list-style-type: none"> <li>11. How did John solve the problem of having a flat tire?</li> <li>12. <b>Part A:</b> Did John make it to his final destination on time? <b>Part B:</b> Write <b>two details</b> from the text to support your answer to Part A. <ul style="list-style-type: none"> <li>TSW revisit their <b>Guided Reading Model</b> (Think-Pair-Share)</li> <li>The teacher will ensure that all student's questions are answered</li> </ul> </li> </ol>
<b>Word</b>	<b>Definition</b>							
<b>Sentence</b>	<b>Illustration</b>							
<p><b>Text:</b>  <i>Truck Trouble</i> by Angela Royston  **Contact the Florida Trucking Association at (850) 222-9900 for a free classroom copy of this book!</p>	<p><b>Text:</b>  <i>Truck Trouble</i> by Angela Royston  **Contact the Florida Trucking Association at (850) 222-9900 for a free classroom copy of this book!</p>	<p><b>Text:</b>  <i>Truck Trouble</i> by Angela Royston  **Contact the Florida Trucking Association at (850) 222-9900 for a free classroom copy of this book!</p>						

<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. <b>Delivery (pg.4):</b> the carrying and turning over of goods to a designated recipient.</li> <li>2. <b>Mirror (pg.7):</b> a piece of glass that helps you to see what's behind you.</li> <li>3. <b>Fuel Tank (pg.9):</b></li> <li>4. <b>Wiper (pg.23):</b> a long thin tool that wipes away water.</li> <li>5. <b>Bolt (pg.26):</b> a screw without a point used to fasten things.</li> <li>6. <b>Traffic light (pg. 28):</b> a row of red, yellow, and green lights that control traffic.</li> </ol>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. <b>Delivery (pg.4):</b> the carrying and turning over of goods to a designated recipient.</li> <li>2. <b>Mirror (pg.7):</b> a piece of glass that helps you to see what's behind you.</li> <li>3. <b>Fuel Tank (pg.9):</b></li> <li>4. <b>Wiper (pg.23):</b> a long thin tool that wipes away water.</li> <li>5. <b>Bolt (pg.26):</b> a screw without a point used to fasten things.</li> <li>6. <b>Traffic light (pg. 28):</b> a row of red, yellow, and green lights that control traffic.</li> </ol>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>1. <b>Delivery (pg.4):</b> the carrying and turning over of goods to a designated recipient.</li> <li>2. <b>Mirror (pg.7):</b> a piece of glass that helps you to see what's behind you.</li> <li>3. <b>Fuel Tank (pg.9):</b></li> <li>4. <b>Wiper (pg.23):</b> a long thin tool that wipes away water.</li> <li>5. <b>Bolt (pg.26):</b> a screw without a point used to fasten things.</li> <li>6. <b>Traffic light (pg. 28):</b> a row of red, yellow, and green lights that control traffic.</li> </ol>
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**ELL & ESE Accommodation's:** Community language learning groups, guided reading, guided writing Home language support, Oral strategies, questioning techniques, modification of text, small group instruction, writing strategies

Name:

Date:

### Guided Reading Model

<p><b>My Predictions</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p><b>My Questions</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>My Opinions</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>