

TEACHER DAILY LESSON GUIDE

Good Queen Bess

THE STORY OF ELIZABETH I OF ENGLAND

GRADE 5 HEROES



Pathways2.0

Journey to Excellence through Literacy




SEVENTH-DAY ADVENTIST® CHURCH

Kendall Hunt
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Heroes

For I can do everything through Christ, who gives me strength.
Philippians 4:13 (NLT)

Synopsis

Elizabeth was a queen whose strong will, shrewd diplomacy, religious tolerance, and great love for her subjects won the hearts of her people. She outwitted her enemies, councilors, and suitors, leading her country to the era that would be called the Elizabethan Age.

Note: There are no page numbers in this book, so you may wish to add them. Topics and illustrations in the book that you should be aware of: marrying to produce an heir; information regarding the Catholic religion; Henry VIII consulting an astrologer; nondetailed breasts on a figure; and beer kegs and a brewery.

Author Information

Diane Stanley is the author and illustrator of more than 50 children's books and may be best known for her series of picture-book biographies. She has had books honored as "Notable Books" by the American Library Association. Stanley is married to her coauthor Peter Vennema.

Paired Texts (one copy per classroom needed)

- *How'd They Do That? In Elizabethan England* by Russell Roberts

Faith Connections



Essential Question:

What can we learn from heroes that will enable us to be heroes for God?



Big Idea:

God uses heroes to reveal who He is.

1. CREATION

- God created human beings in His image
- While created in His image, each human being is also unique
- God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given

2. FALL

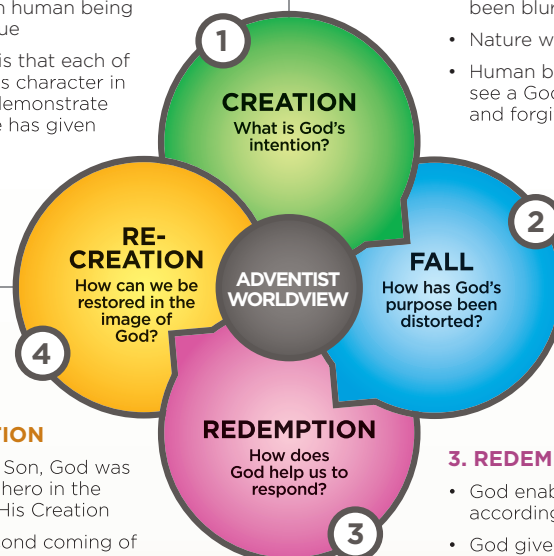
- Humanity took on a sinful nature because of wrong choices
- God's image in human beings has been blurred because of sin
- Nature was affected as a result of sin
- Human beings find it difficult to see a God who is loving, involved, and forgiving

4. RE-CREATION

- In giving His Son, God was the ultimate hero in the salvation of His Creation
- With the second coming of Christ, our true Hero restores His perfect Creation

3. REDEMPTION

- God enables us to act according to His will
- God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great



Standards Addressed

***Note: For standards not fully addressed in this unit, the parts that are addressed are underlined.**

READING FOUNDATIONS

- Use letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context (LA.5.RF.1)
- Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression (LA.5.RF.2)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (LA.5.RF.3)
- Use silent reading strategies (LA.RF.4)

READING LITERATURE

- Quote from the text when explaining what the text says explicitly and when drawing inferences (LA.5.RL.1)
- Skim for an overview; scan to find specific information (LA.4.RL.4)
- Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes (LA.5.RL.5)

READING INFORMATIONAL TEXT

- Quote from the text when explaining what the text says explicitly and when drawing inferences (LA.5.RI.1)
- Skim for an overview; scan to find specific information (LA.5.RI.4)
- Determine the meaning of content-specific words and phrases (LA.5.RI.5)

WRITING


- Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction with a general observation and focus; well-organized supporting details (e.g., facts, definitions, quotations, examples); precise language and content-specific vocabulary; ideas linked within/ across categories using words and phrases (e.g., *in contrast*, *especially*); formatting (e.g., headings); illustrations and multimedia when useful; and a conclusion (LA.5.W.2)

- Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details, transitions, clear event sequences, a specific situation, a narrator and/or characters, and a conclusion (LA.5.W.3)
- Apply common conventions of handwriting (LA.5.W.8)

SPEAKING AND LISTENING

- Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material; follow agreed-upon rules and carry out assigned roles; pose and respond to specific questions; review key ideas and draw conclusions (LA.5.SL.1)
- Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally) (LA.5.SL.2)
- Demonstrate reverence to God when speaking and listening (LA.5.SL.7)

LANGUAGE

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, to set off the words *yes* and *no*, to set off a tag question, and to indicate direct address; use underlining, quotation marks, or italics to indicate titles of works; spell grade-appropriate words, consulting references as needed (LA.5.L.2)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening: expand, combine, and reduce sentences for meaning, reader/ listener interest, and style; compare and contrast the varieties of English used in stories, dramas, or poems (LA.5.L.3)
- Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., *photograph*, *photosynthesis*) as clues to the meaning of a word or phrase; consult print and digital references for pronunciation and meaning (LA.5.L.4) 

Suggested Assessments



	Pre-Assessments	Formative	Summative
Vocabulary	<p><i>Basic Reading Inventory</i> by Jerry Johns (comprehension questions)</p> <p>Conduct informal checks for understanding of the weekly vocabulary</p>	<p>Plan quick progress checks that align with the unit standards and objectives, such as:</p> <ul style="list-style-type: none"> • Anecdotal notes • Assignments • Checklists • Clickers • Discussions • Electronic voting • Four corners • Graphic organizers • Journals or notebooks • Observations • Printables • Questioning • Quick checks (e.g., thumbs-up/thumbs-down, exit cards or slips) • Quizzes • <i>Reading A–Z</i> assessments • Running records • <i>Spelling City</i> assessments • Think-Pair-Share 	<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
Spelling	<p>Grades 5–8 Spelling Assessment (Appendix C)</p> <p>Grades 5–8 Spelling Assessment Analysis (Appendix D)</p> <p>Collect a sample of each student's first-draft writing and analyze the errors</p> <p>Weekly Pretest</p> <p>Day 3 Independent Sort Activity</p>		<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
Reading	<p><i>Basic Reading</i> by Jerry Johns</p> <p><i>Reading A–Z Benchmark</i> (Running Reading Record)</p> <p>Close Reading Scoring Guide (<i>Teacher Manual</i>)</p> <p>Reading Interest Inventory (<i>Teacher Manual</i>)</p>		<p>Whole-Group Instruction:</p> <ul style="list-style-type: none"> • End-of-Unit Assessment (Appendix C, Appendix D) • Close Reading Scoring Guide (<i>Teacher Manual</i>) <p>Small-Group Instruction:</p> <ul style="list-style-type: none"> • Guided Reading Running Records • <i>Reading A–Z</i> Assessments <p>Independent Reading:</p> <ul style="list-style-type: none"> • Teacher Checklist • Reading Notebooks (<i>Teacher Manual</i>) • Reading Portfolio
Writing	<p>Beginning-of-Year Writing Assessment (Appendix C)</p> <p>Grade 5 Writing Benchmark Assessment Scoring Guide (Appendix D)</p> <p>Collect a sample of each student's first-draft writing and use a writing scoring guide</p> <p>Grammar Pre-Assessment (Appendix C and Appendix D)</p> <p>Differentiate instruction as needed</p>		<p>Writing:</p> <ul style="list-style-type: none"> • Writing Scoring Guides (<i>Teacher Manual</i>) • Writing Portfolio • Writing Notebooks (<i>Teacher Manual</i>) <p>Grammar:</p> <ul style="list-style-type: none"> • Writing Scoring Guide (<i>Teacher Manual</i>) • Writing Portfolio



At a Glance

Standards, Activities, and Resources



		DAY 1	DAY 2
Word Study—Approximately 30 minutes/day			
Vocabulary Pre-assessment and teaching routines	Activity: Assemble English Language Arts Notebooks Resources: <ul style="list-style-type: none">• <i>Teacher Manual</i>	Activity: Review English Language Arts Notebook	
Spelling Note: Although Grades 5 and 6 will have different spelling words, the sort activities will be similar. Pre-assessment and teaching routines	Activity: Assemble English Language Arts Notebooks	Activity: Spelling Pre-Assessment Resources: <ul style="list-style-type: none">• Grades 5–8 Spelling Assessment (Appendix C)• Grades 5–8 Spelling Assessment Analysis (Appendix D)	
Reading Workshop—Approximately 90 minutes/day			
Whole-Group Instruction (20 minutes)			
Comprehension Mini-Lesson Pre-assessment and teaching routines	Activity: Reading Workshop Routines Resources: <ul style="list-style-type: none">• Chart paper and markers	Activity: Just-Right Books Resources: <ul style="list-style-type: none">• Chart paper and markers• Several books at different reading levels	
Interactive Read-Aloud Pre-assessment and teaching routines			



DAY 3	DAY 4	DAY 5
Activity: Vocabulary Pre-Assessment Resources: <ul style="list-style-type: none"> Vocabulary Pre-Assessment (Appendix C and Appendix D) 	Activity: Using Vocabulary Maps Resources: <ul style="list-style-type: none"> Vocabulary Word Map (Appendix A) 	Activity: Writing Riddles
Activity: Model the Sort Resources: <ul style="list-style-type: none"> Week 1 Word Cards (Appendix A) Scissors 	Activity: Repeat the Sort	Activity: Alphabetical Order Resources: <ul style="list-style-type: none"> Week 2 Vocabulary Word Cards (Appendix A) Week 2 Spelling Word Cards (Appendix A)
Whole-Group Instruction (20 minutes)		
Activity: Introduce Close Reading Resources: <ul style="list-style-type: none"> Chart paper and markers Sticky notes Cream-filled chocolate cookies or alternate snack (see lesson) 	Activity: Introduce Text Annotation Resources: <ul style="list-style-type: none"> <i>How'd They Do That? In Elizabethan England</i> by Russell Roberts (one copy for teacher) Reading with Your Pencil—two options (Appendix B) 	Activity: Dig Deeper Resources: <ul style="list-style-type: none"> <i>How'd They Do That? In Elizabethan England</i> by Russell Roberts (one copy for teacher)
Activity: Schema Map Resources: <ul style="list-style-type: none"> Chart paper and markers Sticky notes (at least two colors) 	Activity: Respectful Class Discussions Resources: <ul style="list-style-type: none"> Chart paper and markers Guidelines for Classroom Discussions (Appendix B) 	Activity: Read and Discuss Resources: <ul style="list-style-type: none"> <i>How'd They Do That? In Elizabethan England</i>

Continues