

<p>Teacher: Stephanie Krumbach Grade: Fifth Grade School: Red Cedar Elementary East Lansing Public Schools</p>	<p>Essential Learning Target(s) During Unit: EE.RL.5.4: Determine the intended meaning of multi-meaning words in a text</p> <p>EE.RL.5.5: Identify a story element that undergoes change from beginning to end.</p> <p>EE.RL.5.6: Determine the point of view of the narrator.</p>
<p>Date: April 04, 2023</p>	<p>Objectives:</p> <p>The students will identify how Lina, the main character, of <i>Finally Seen</i> by Kelly Yang, a narrative text at the beginning to determine how she changes from beginning to end.</p> <p>The students will identify the narrator’s (Lina’s) point of view (i.e., what he/she thinks or feels about the topic of the text/speech).</p>
<p>Subject: ELA Topic: Narrative Reading with a focus on diversity</p>	
<p>Standard(s): RL.5.4 RL.5.5 RL.5.6</p>	

Lesson Procedures:

- Teacher: introduce *Finally Seen* by reading chapter one.
- Teacher and Students: lead discussion while students infer and brainstorm what words/vocabulary Lina uses to describe her feelings and experiences through chapter one.
- Students: write three ideas of their initial “American Dream” in their journals
- Students: discuss Lina’s point of view about traveling to the United States in small groups
- Teacher: reads chapter two, students compare “American Dreams” to Lina’s

Materials:	Assessments:	Peer Connections:
<i>Finally Seen</i> by Kelly Yang Reading journals Pencils Chart paper markers	Ongoing, embedded assessment The students will define their idea of the term “American Dream.” The students will write three ideas of their “American Dream.” The students will compare and contrast their definition of the “American Dream” with Lina’s.	The students will share their definition of the “American Dream” within their teams then as a whole group. As we read the novel, students will edit and revise their initial writing.