

Plans List • View

Title :

Teacher :

Begin Date : 10/10/2011

End Date : 10/14/2011

Subject : READING and ENGLISH

Objectives/Standards :

- 5LA.2b.1 - Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.
- 5LA.4a.10 - adverbs (e.g., comparative forms; avoiding double negatives)

Additional Objectives/Standards :

Not Defined

Plan :**Reading:** LA-Informational Text #2(MAIN IDEA)

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| Anticipatory Set | Ask students...Have you ever told a friend about a movie that you saw? Next, have students pair-share about a movie. | | | | |
| Input | Assessments: formative & summative I CAN tell the most important thoughts of a story and give reasons why. Literature used: Literary | | | | |
| | <p>Monday 8:30-9:00 AR: 8:00-8:30 10:00-10:30 10:30-11:00 11:50-12:20</p> <p>Special Class: P.E. - 12:50-1:40</p> <p>Morning Work: Classworks Spelling-write words 2x in print & 1 in cursive "Missing Links"</p> | <p>Tuesday (Bas duty 08-4) 8:30-9:15 AR: 8:00-8:30 9:40-10:10 10:10-10:40 12:30-1:00</p> <p>Special Class: Computer Lab: 1:00-1:50</p> <p>Morning Work: Classworks Journal</p> <p>YPAS</p> | <p>Wednesday 8:30-9:00 AR: 8:00-8:30 9:30-10:00 10:00-10:30 11:45-12:15</p> <p>Special Class: Comp. Lab: 11:00-11:45</p> <p>Morning Work: Classworks Journal</p> | <p>Thursday 8:30-9:15 AR: 8:00-8:30 9:40-10:10 10:10-10:40 1:30-2:00</p> <p>Special Class: Music: 12:20-1:10</p> <p>Morning Work: Classworks AM</p> <p>AR/AM Reward</p> | <p>Friday 9:20-10:00 AR: 8:50-9:20 10:30-11:00 12:00-12:30 2:00-2:30</p> <p>Special Class: Art: 8:00-8:50</p> <p>Morning Work: Classworks AM</p> |
| <ul style="list-style-type: none"> • Model • Check for understanding • Guided practice • Independent practice • Daily closure | <p>1. MODEL TW model how to find Main Idea & Details in informational text using I-Format Summarization Strategies for Non-Fiction.</p> <p>2. Check for understanding: SW use I-Format to find MI & Details with graphic organizer.</p> <p>3. GP: TW explain labs for the week. Each DI group will identify main idea and supporting details. SW rotate to 3 labs for main idea on <u>their levels</u> and 3 in English on adverbs. Lab 1: SW read information text, create their own graphic organizer for main idea/supporting details, justify why they chose the MI/SD (Garrett) Above level- Rosetta Stone On Level- Hieroglyphics Below Level-Clown Lab 2: SW classify adverbs according to the question they answer and write their own adverbs. Lab 3: SW use strategies to identify and use main idea & adverbs in MCT 2 format; use MDE Practice tests for each level Lab 4: WRITING: SW write a story that describes them if they</p> | | | | |
| <ul style="list-style-type: none"> • Writing | <p>1. Check for understanding: TW will review definitions of MI & Details in I-Format</p> <p>2. GP: TW explain labs for the week. Each DI group will identify main idea and supporting details. SW rotate to 3 labs for main idea on <u>their levels</u> and 3 in English on adverbs. Lab 1: SW read information text, create their own graphic organizer for main idea/supporting details, justify why they chose the MI/SD (Garrett) Above level- Rosetta Stone On Level- Hieroglyphics Below Level-Clown Lab 2: SW classify adverbs according to the question they answer and write their own adverbs. Lab 3: SW use strategies to identify and use main idea & adverbs in MCT 2 format; use MDE Practice tests for each level Lab 4: WRITING: SW write a story that describes them if they</p> | | | | |

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| | <p>and use main idea & adverbs in MCT 2 format; use MDE Practice tests for each level</p> <p>Lab 4: WRITING: SW write a story that describes them if they had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>Formative Assessment: TW observe and monitor DI groups during the week.</p> <p>Closure: Partners will share their definitions of MI & Details</p> | <p>had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>3. Closure: Ask students why it is important to be able to give the main idea of text (Relevance)</p> | <p>had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>3. IP (HW): SW write the MI/SD in stories.</p> <p>4. Closure: Self-Evaluation: SW evaluate themselves on their knowledge of MI/SD by completing a checklist. (Relevance)</p> | <p>describes them if they had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>3. IP: Independent Practice, SW tell the most important thoughts of a given story and give reasons why on their created graphic organizer (Candy Land)</p> <p>4. Closure: SW share their graphic organizer and MI thoughts from independent practice</p> |
| Evidence | Rigor DOK2 Relevance See Tuesday Closure and DI Groups | | | |
| Differentiation | DI Groups – Monday – Thursday | | | |
| Interventions | T2: JS, HC, MC = Intervention – Question Generation (work on comprehension strategies for stories) | | | |
| Computer Lab Tuesday 1:00-1:45 H-Group | | Computer Lab Wednesday 11:00-11:45 W-Group | | |
| YPAS Classworks | | Classworks Review adverbs and main idea AR/AM Rewards | | |
| T-TIME Tuesday 2:00-2:45 Classworks | | T-TIME Wednesday 2:00-2:45 Classworks | | |

ENGLISH

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| Anticipatory Set | TW ask students to stand and jog quietly, do jumping jacks now, and clap here. | | | | |
| Input | Assessment: Formative and summative I CAN identify, explain, and use adverbs. | | | | |
| <input type="checkbox"/> Model <input checked="" type="checkbox"/> Check for understanding <input type="checkbox"/> Guided practice <input type="checkbox"/> Independent practice <input type="checkbox"/> Daily closure <input type="checkbox"/> Writing | <p>Monday 9:10-10:00; 2:00-2:50</p> <p>1. Model: TW explain adverbs by showing rules & examples on Prom. board. Use the examples from the SET. Discuss how this adds variety to sentences.</p> <p>2. Check for understanding: SW write examples of adverbs on study guide and justify why the identified word in the example is an adverb. Kinesthetic: Partners will act out a verb and adverb; class will guess the noun/adverb.</p> | <p>Tuesday 9:00-9:40; 11:50-12:30/T-Time Journal</p> <p>1. Check for understanding: Review adverbs by checking hw.</p> <p>2. Model: TW model how to compare adverbs by referring back to comparing adjectives and writing examples on the Prom. Board.</p> <p>3. GP: Each DI group will explain and use adverbs. SW rotate to 3 English labs for adverbs on their levels. Lab 2: SW classify adverbs according to the question they answer and write their own adverbs.</p> | <p>Wednesday 9:00-9:30; 12:15-1:00</p> <p>1. Check for understanding: Review adverbs by checking hw. Students will complete self-assessment on their knowledge of adverbs.</p> <p>2. GP: Each DI group will explain and use adverbs. SW rotate to 3 English labs for adverbs on their levels. Lab 2: SW classify adverbs according to the question they answer and write their own adverbs. Lab 3: SW use strategies to identify adverbs in MCT 2 format; use MDE</p> | <p>Thursday 9:00-9:40; 12:00-12:20; 1:10-1:30/ T-Time</p> <p>1. Check for understanding: Review adverbs by checking hw.</p> <p>2. GP: Each DI group will explain and use adverbs. SW rotate to 3 English labs for adverbs on their levels. Lab 2: SW classify adverbs according to the question they answer and write their own adverbs. Lab 3: SW use strategies to identify adverbs in MCT 2 format; use MDE Practice tests for each level Lab 4: WRITING: SW write a story that</p> | <p>Friday 9:50-10:30; 1:10-2:00</p> <p>1. Check for understanding: Review by checking hw.</p> <p>2. ASSESSMENT: SW identify, explain and use adverbs on Comp. 4a 10 test.</p> <p>3. Closure: Share definitions with partner.</p> |

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| | <p>3. GP: Each DI group will explain and use adverbs. SW rotate to 3 English labs for adverbs on their levels.</p> <p>Lab 2: SW classify adverbs according to the question they answer and write their own adverbs.</p> <p>Lab 3: SW use strategies to identify adverbs in MCT 2 format; use MDE Practice tests for each level</p> <p>Lab 4: WRITING: SW write a story that describes them if they had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>Formative Assessment: TW observe and monitor DI groups during the week.</p> <p>4. IP (HW): SW complete practice on adverbs.</p> <p>5. Closure: write examples of adverbs.</p> | <p>Lab 3: SW use strategies to identify adverbs in MCT 2 format; use MDE Practice tests for each level</p> <p>Lab 4: WRITING: SW write a story that describes them if they had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>Formative Assessment: TW observe and monitor DI groups during the week.</p> <p>4. IP (HW): SW classify adverbs in Graphic organizer.</p> <p>5. Closure: Exit card: Write an example of adverbs.</p> | <p>Practice tests for each level</p> <p>Lab 4: WRITING: SW write a story that describes them if they had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>3. Closure: Write one strategy to use to remember adverbs.</p> | <p>describes them if they had super powers; describe what you would want and justify how that power would help you.</p> <p>Lab 5: SW classify comparative adverbs on Prom. Board. (Hill)</p> <p>3. Closure: Partner will say a sentence with a blank and partner will fill in the correct adverb.</p> |
| Evidence | <p>Rigor: DOK 2 Relevance: Journals and Monday/Thursday discussion</p> | | | |
| Differentiation | <p>1,DI groups/ Lab activities on Monday – Thursday</p> | | | |
| Interventions | <p>T2: JS, HC, MC = Intervention – Question Generation (work on comprehension strategies for stories)</p> | | | |

Homework :

- Monday
English - adverb practice
- Tuesday
English - adverb practice
- Wednesday
Reading - main Idea practice
Spelling - study for test
- Thursday
Spelling - TEST TODAY on
English - study for quiz on adverbs
Reading - study for test on main idea
- Friday
Reading - TEST TODAY on main Idea
English - QUIZ TODAY on adverbs

Resources :
Not Defined

Assessments :
Not Defined

Administrator Comments :