

Kindergarten UNIT PLANS (ELA, Science and social studies) Unit 11

TEACHER		DURATION:	Week of November 30, 2015
GRADE:	Kindergarten	TOPIC /THEME:	Months, Seasons and Holidays
RATIONALE:	Kindergarten students are developing their understanding of the alphabetic principle — the understanding that there are systematic and predictable relationships between written letters and spoken sounds		
COMMON CORE SHIFTS:	<u>Balancing Informational and Literary Text</u> , <u>Knowledge in the Disciplines</u> , <u>Staircase of Complexity</u> , <u>Text-based Answers</u> <u>Writing from Sources</u> , <u>Academic Vocabulary</u>		
LEARNING GOALS:	<ol style="list-style-type: none"> Students will compare and contrast text and graphic features. Students will ask and answer questions to clarify understanding. 		
CCSS/ OBJECTIVES:	<p>READING LITERATURE</p> <ul style="list-style-type: none"> *RL.K.1 Ask and answer questions about key details *RL.K.2 Retell with key details *RL.K.3 Identify characters, setting, major events *RL.K.4 Ask/answer questions about unknown words in text *RL.K.5 Recognize common types of text *RL.K.6 Name author/illustrator and define role *RL.K.7 Describe illustration and text relationship *RL.K.9 Compare and contrast adventures and experiences of characters in familiar stories. *RL.K.10 Actively engage in group activities with purpose and understanding. <p>READING INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> *RI.K.1 Ask and answer questions about key details *RI.K.2 Identify main topic and retell key details *RI.K.3 Describe connections within the text *RI.K.4 Ask/answer questions about unknown words in text *RI.K.5 Identify front cover, back cover, title page *RI.K.6 Name author/illustrator and define role *RI.K.7 Describe the relationships between illustrations and text in which they appear *RI.K.8 Identify reasons author gives for support in text *RI.K.9 Identify similarities and differences between two texts on the same topic. <p>LANGUAGE</p> <ul style="list-style-type: none"> --L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking --L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. --L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content --L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. --L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>READING FOUNDATIONAL SKILLS</p> <p>Print Concepts</p> <ul style="list-style-type: none"> RF.K.1 Demonstrate understanding of the organization and basic features of print. RF.K.1a Follow words from left to right, top to bottom, and page by page. RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c Understand that words are separated by spaces in print. RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness</p> <ul style="list-style-type: none"> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.2a Recognize and produce rhyming words. RF.K.2b Count, pronounce, blend, and segment syllables in spoken words. RF.K.2c Blend and segment the onsets and rimes of single-syllable spoken words. RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Fluency</p> <ul style="list-style-type: none"> RF.K.4 Read emergent-reader texts with purpose and understanding. 	<p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> *SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts. *SL.K.2 Confirm understanding of text read aloud or information presented orally by asking/answering questions *SL.K.3 Ask and answer questions to seek help, get information, or clarify something not understood *SL.K.4 Describe familiar people, places, and events *SL.K.5 Add drawings or visual displays to descriptions *SL.K.6 Speak audibly and express thoughts, ideas, etc. clearly <p>WRITING</p> <ul style="list-style-type: none"> W.K.1 Compose opinion pieces W.K.2 Compose informative/ explanatory pieces --W.K.3 Compose narrative pieces --W.K.5 Response to questions and suggestions from peers and details to strengthen writing as needed --W.K.6 Explore digital tools to produce and publish writing --W.K.7 Participate in shared research and writing projects --W.K.8 Recall from experiences/gather from sources
INSTRUCTIONAL MATERIALS:	<ul style="list-style-type: none"> Journeys 3/11-Books: Every Season, Jump into January, Holidays all Year Long Alphabet Cards – Letter/sound cards –a – Blending words with Short a. Student Book Stories: "Come and See Me", "Pam and Me" pages 110, 117 High-Frequency Word Cards – come, me; Picture Cards, Vocabulary in Context Cards Curious About Words Journeys Flip Chart Internet: Istation, Riverdeep, United Streaming, Think Central, BEEP, Promethean Flip Charts Buzz About It' books; A Selection of books about holidays; Title One Writing Institute Books 		
METHODOLOGY: Whole Group	<p>Daily: Phonemic Awareness, HFW- come, me; Vocab, phonics- short /a/ blending, Grammar-sentence part: subject, Narrative Writing: word choice.</p> <p>Day 1: (T12-T29) Read Aloud "Every Season." Think through the text, Resp. to the book.</p> <p>Day 2: (T30-T45) Introduce Big Book, "Jump into January," read, modeling fluency, respond to big book.</p> <p>Day 3: (T46-T57) Student Book, "Come and See Me" Dig deeper, details, reread BB, "Every Season" Dig Deeper: How to analyze the text</p> <p>Day 4: (T58-T67) Student Book, "Pam and Me." Read, "Holidays All Year Long." Compare texts.</p> <p>Day 5: (T68-73) Extend the Topic. Compare texts, Make connections-text to text, text to self, text to world.</p>		<p>Day 1: (T80) Vocab Reader: Our Classroom. Phonics and Words to Know</p> <p>Day 2: (T82) Comprehension</p> <p>Day 3: (T86) Phonics and Fluency</p> <p>Day 4: (T90) Vocab strategies</p> <p>Day 5: (T92) reteach options: Phonological Awareness, Phonics, Comp.</p>
Small Groups Leveled Readers	Struggling Readers/ELL	On level	Advanced
	<p>LR: October Days/A Year of Fun</p> <p>Day 1: Vocab Reader; Use pic to predict.</p> <p>Day 2: details/visualize</p> <p>Day 3: words with /a/-word pairs/LR</p> <p>Day 4: figurative language</p> <p>Day 5: letters/sounds. Onset/rimes</p>	<p>LR: Fun All Year</p> <p>Day 1: Vocab-response –discuss w/partner</p> <p>Day 2: describe what you visualize</p> <p>Day 3: Read with fluency/LR</p> <p>Day 4: Figurative language</p> <p>Day 5: main idea and details</p>	<p>LR: June Vacation</p> <p>Day 1: Vocab-response-include facts and details</p> <p>Day 2: describe with more details</p> <p>Day 3: Read with Fluency/LR</p> <p>Day 4: Figurative language</p> <p>Day 5: Main idea and details</p>

<p>ESOL STRATEGIES</p>	<p>ESOL Strategies:</p> <ul style="list-style-type: none"> A3 Flexible Scheduling, A4 Flexible Setting, A5 Flexible Timing. B1 Concise Language, B2 Clear Directions, B3 Enunciation, B4 Pauses & Pacing, B5 Pointing, B6 Repeating/Paraphrasing, B7 Gestures, B8 Examples/nonexamples, B9 Demonstrations, B10 Anecdote/Storytelling C1 Rubrics, C2 Presentations, C3 Portfolio, C4 Checklist, C5 Labeling, C6 Interview, C7 Response Cards, C8 Oral Assessment, C9 Observation, Cloze Text, C13 Visual Representation, C14 Self/Peer Assessment, C15 Samples, C16 Sentence Frames D3 Context Clues, D4 Tier II/ Tier III Analysis, D5 Inter. Word Walls, D6 Vocabulary Games, D7 Mult. Meanings, D8 Phonology, D9 Vocab Banks. E1 Heterogeneous Groups, E2 Homogeneous. Groups, E3 Jigsaw, E4 Peer Pair, E5 Reader's Theater, E6 Think/Pair/Share, E7 Academic Games, F1 L1 Transfer, F2 Mnemonic Device, F3 Dialogue Journals, F4-6 Self-Correct, Evaluate, Monitor, P7 Peer Editing, F8 Assoc. G1 Activate/Build Prior Knowledge, G2 Chunking text, G3 annotations & Symbols, G4 Inferential and HOT ?, G5 Clarifying ??, G6 Modeling, G7 Read-Aloud, G8 Think Aloud, G9 Multimodal Texts, G10 Visual/Illustrations, G11 Summarize, G12 Role play, G13 ID Key Concepts, G14 Similarities/ Diff, G15 Language Exp Approach, G16 Note Taking, G17 QAR, G18 Reading with Spec. Purpose, G19 Reread Text, G20 Text features and structural Analysis, G21 Survey, ??, Read, Recite, Review (SQ3R), G22 Text Connections, G23 Total Physical Response (TPR), G24 Vary Complexity of Assignment, G25, Realia/Manipulatives, G26 Captioning H1 Audio/Visual Applications, H2 Digital Books, H3 Computer Software, H4 Document Camera, H5 Interactive White Board, H7 Tablet/Interactive Devices, H8 Video/Film/CD/MP3, H9 Digital Simulations, H10 Translation Devices. I1 Charts, I2 Anticipation Guide, I5 Digital Tools/Software, I6 Graphs/Diagrams, I7 K-W-L, I8 Reading and Analyzing Nonfiction (RAN), I9 Notes TM, I10 Webbing/Mapping, I11 Story Maps, I12 Timelines, I13 Venn Diagrams, I14 Vocab Improvement Strategy (VIM). Ji Art Integration, J2 Community Resources, J3 Cultural Sharing, J4 Celebrations, J5 Field Trips, J6 Guest Speakers, J7 Holiday Programs, J8 Multicultural Resources, J9 Music/Songs/Jazz Chants. 	
<p>CONTENT/VOCAB</p>	<ul style="list-style-type: none"> Bloom, peck, scatter, speckled, store, tracks. 	
<p>Homework</p>	<p>Monday: Letter Search; Tuesday: HFW review; Wednesday: rhyming words; Thursday: Writing</p>	
<p>EVALUATION</p>	<p>T.O., T.C., T.Q.</p>	<p>Teacher Reflection</p> <p><i>Foundations</i></p>
<p>Literacy Across the Curriculum</p>	<p>Social Studies: "Holidays All Year Long," Hanukah, Christmas and Kwanzaa books and activities. "Holidays Around the World"</p> <p>Science: Earth Science: Every Season. Science Fusion, Lesson 13: TE p. 130, Day Sky. Poem, "What's Up?", Big Book of Science Songs and Rhymes. Books on seasons and months.</p>	

MATH Unit Plans

TEACHER	Duration/Date		13 Days – starting 1/5
Grade	Kindergarten	UNIT: 7	Represent Count and Write 11 to 19
RATIONALE:	Students need to be able to work with numbers 11-19 to gain a foundation for place value.		
LEARNING GOALS:	<ol style="list-style-type: none"> Students will write numbers 0 – 20 to represent sets of objects. Students will understand numbers can be made of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 		
STANDARDS:	<p>MAFS.K.CC.1.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) Cognitive Complexity: Level 1 recall</p> <p>MAFS.K.NBT.1.1 Compose and decompose numbers 11 to 19 into tens and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g. $18 = 10 + 8$): understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine. Cognitive Complexity: Level 2 Basic Application of Skills & Concepts</p>		
INSTRUCTIONAL MATERIALS:	<ul style="list-style-type: none"> Go Math: Chapter 7 SE pages 257-304 Day Lesson SE page numbers Objective <p>Day 1 Introduction SE 257-260 Show What You Know - Vocabulary Review– Read number words 1-10</p> <p>Day 2 7.1 Hands on: Model and Count 11 and 12 SE 261-264 – Use objects to decompose the numbers 11 and 12 into tens ones and some further ones.</p> <p>Day 3 7.2 Count and Write 11 and 12 SE 265-268 – Represent 11 and 12 objects with number names and written numerals.</p> <p>Day 4 7.3 Hands on: Model and Count 13 and 14 SE 269-272 Use objects to decompose the numbers 13 and 14 into tens ones and some further ones.</p> <p>Day 5 7.4 Count and Write 13 and 14 SE 273-276 Represent 13 and 14 objects with number names and written numerals.</p> <p>Day 6 7.5 Hands on: Model Count and Write 15 SE 277—280 Use objects to decompose the number 15 into tens ones and some further ones and represent 15 with a number name and a written numeral.</p> <p>Day 7 7.6 Problem Solving: Use Numbers to 15 SE 281-284 Solve problems by using the strategy <i>Draw a Picture</i></p> <p>Day 8 7.7 Hands on: Model and Count 16 and 17 SE 285-288 Use objects to decompose the numbers 16 and 17 into tens ones and some further ones.</p> <p>Day 9 7.8 Count and Write 16 and 17 SE 289-292 Represent 16 and 17 objects with number names and numerals.</p> <p>Day 10 7.9 Hands on: Model and Count 18 and 19 SE 293-296 Use objects to decompose the numbers 18 and 19 into tens ones and some further ones.</p> <p>Day 11 7.10 Count and Write 18 and 19 SE 297-300 Represent 18 and 19 objects with number names and numerals.</p> <p>Day 12 Review Chapter 7 Represent, Count and Write 11 to 19 SE 301-304 Understand how to show count and write 11 to 19.</p> <p>Day 13 Chapter 7 Represent, Count and Write 11 to 19 Assessment Pages AG85- AG89</p> <p>Digital Resources: Chapter 7 - ePlanner Animated Math Model – Curious George skills 20, 21, 22, 23, and 24 iTools Counters; Counters HMH Mega Math Country Countdown: Counting Critters Level D HMH Mega Math Numberopolis- Carnival Stories Level A, B</p> <ul style="list-style-type: none"> <u>Grab-and-Go kits</u> Readers “Stop the Picnic,” and “Summertime Math!” Activity Cards Blue Card 14 - 11 and 12, Orange Card 14 – 13 and 14, Purple Card- 15 and 16, Blue Card 20 - 17 and 18, Orange Card 20 – 19 and 20 Game Sweet and Sour Path Manipulatives – counters and blocks 		
METHODOLOGY:	<ul style="list-style-type: none"> large group activity digital resources 	<ul style="list-style-type: none"> individual activity manipulatives 	<ul style="list-style-type: none"> small group activity readers – Grab and Go activities
ESOL STRATEGIES	<p>ESOL Strategies:</p> <ul style="list-style-type: none"> A3 Flexible Scheduling, A4 Flexible Setting, A5 Flexible Timing. B1 Concise Language, B2 Clear Directions, B3 Enunciation, B4 Pauses & Pacing, B5 Pointing, B6 Repeating/Paraphrasing, B7 Gestures, B8 Examples/non-examples, B9 Demonstrations, B10 Anecdote/Storytelling C1 Rubrics, C2 Presentations, C3 Portfolio, C4 Checklist, C5 Labeling, C6 Interview, C7 Response Cards, C8 Oral Assessment, C9 Observation, Cloze Text, C13 Visual Representation, C14 Self/Peer Assessment, C15 Samples, C16 Sentence Frames D3 Context Clues, D4 Tier II/ Tier III Analysis, D5 Inter. Word Walls, D6 Vocabulary Games, D7 Mult. Meanings, D8 Phonology, D9 Vocab Banks. E1 Heterogeneous Groups, E2 Homogeneous. Groups, E3 Jigsaw, E4 Peer Pair, E5 Reader's Theater, E6 Think/Pair/Share, E7 Academic Games, F1 L1 Transfer, F2 Mnemonic Device, F3 Dialogue Journals, F4-6 Self-Correct, Evaluate, Monitor, P7 Peer Editing, F8 Assoc. G1 Activate/Build Prior Knowledge, G2 Chunking text, G3 annotations & Symbols, G4 Inferential and HOT ?, G5 Clarifying ??, 		

- math on the spot

	<p>G6 Modeling, G7 Read-Aloud, G8 Think Aloud, G9 Multimodal Texts, G10 Visual/Illustrations, G11 Summarize, G12 Role play, G13 ID Key Concepts, G14 Similarities/ Diff, G15 Language Exp. Approach, G16 Note Taking, G17 QAR, G18 Reading with Spec. Purpose, G19 Reread Text, G20 Text features and structural Analysis, G21 Survey, ??, Read, Recite, Review (SQ3R), G22 Text Connections, G23 Total Physical Response (TPR), G24 Vary Complexity of Assignment, G25, Realia/Manipulatives, G26 Captioning</p> <ul style="list-style-type: none"> • H1 Audio/Visual Applications, H2 Digital Books, H3 Computer Software, H4 Document Camera, H5 Interactive White Board, H7 Tablet/Interactive Devices, H8 Video/Film/CD/MP3, H9 Digital Simulations, H10 Translation Devices. • I1 Charts, I2 Anticipation Guide, I5 Digital Tools/Software, I6 Graphs/Diagrams, I7 K-W-L, I8 Reading and Analyzing Nonfiction (RAN), I9 Notes TM, I10 Webbing/Mapping, I11 Story Maps, I12 Timelines, I13 Venn Diagrams, I14 Vocab Improvement Strategy (VIM). • Ji Art Integration, J2 Community Resources, J3 Cultural Sharing, J4 Celebrations, J5 Field Trips, J6 Guest Speakers, J7 Holiday Programs, J8 Multicultural Resources, J9 Music/Songs/Jazz Chants.
CONTENT:	Vocabulary : eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, and ones
EVALUATION 1: T.O., T.C., T.Q.	
EVALUATION 2: (Teacher reflection)	Review Chapter 7 Numbers 11-19 SE 301-304, Chapter 7 Assessment Pages AG95-AG98
HOMEWORK:	Practice book pages P125-146
ADD'L NOTES:	<p>How can you show, count, and write numbers 11 to 19?</p> <p>How do you know you have written the correct number for the set?</p> <p>What did you do first?</p>

- one-on-one-
counting / 1-1 corr.

2nd Grade Lesson Plans Week of January 25- January 29, 2016

Time/Subject	Monday: January 25	Tuesday: January 26	Wednesday: January 27
8:10-8:30 Morning Work/Announcements	Activity: P171-172	Activity: Based on student needs	Activity: P177-178
8:30-10:00 Reading/ Integrated Subject Block Whole Group 8:30- 8:40 Small Group1 8:40- 9:00 Whole Group 9:00- 9:10 Small Group 2 9:10-9:30 Whole Group 9:30- 9:40 Small Group3 9:40-10:00	LAFS. 2.RI.3.8, LAFS.2.RF.3.3d, LAFS.2.W.1.2, LAFS.W.2.5, LAFS.2.L.3.4b, LAFS.2.L.3.4d, LAFS.2.L.1.2c, LAFS.2.L.d Main Selection: The Life of Jellyfish Paired Selection: Splash Photography Read Aloud: Bread, Bread, Bread Target Skill: Author's Point Materials: Projectable 10.2 past tense verbs with ED 10.3 drafting instructions 10.5 verbs in future tense 10.7 suffixes –er and –est 10.8 revising Alexa's draft Small Group- Leveled Readers, Dailey 5, Journeys write-in-readers, Grammar: Verbs in the present, past and future Day1 past tense verbs –ed T436 Daily Writing: the shark chased the fish? The fish is hideing.	LAFS. 2.RI.3.8, LAFS.2.RF.3.3d, LAFS.2.W.1.2, LAFS.W.2.5, LAFS.2.L.3.4b, LAFS.2.L.3.4d, LAFS.2.L.1.2c, LAFS.2.L.d Main Selection: The Life of Jellyfish Paired Selection: Splash Photography Read Aloud: Bread, Bread, Bread Target Skill: Author's Point Materials: Projectable 10.2 past tense verbs with ED 10.3 drafting instructions 10.5 verbs in future tense 10.7 suffixes –er and –est 10.8 revising Alexa's draft Small Group- Leveled Readers, Dailey 5, Journeys write-in-readers, Grammar: Verbs in the present, past and future Day2 verbs in future tense T446 Daily Writing: Didnt you say that you discover a little crab yesterday? I'm glad you didn't pick it up	LAFS. 2.RI.3.8, LAFS.2.RF.3.3d, LAFS.2.W.1.2, LAFS.W.2.5, LAFS.2.L.3.4b, LAFS.2.L.3.4d, LAFS.2.L.1.2c, LAFS.2.L.d Main Selection: The Life of Jellyfish Paired Selection: Splash Photography Read Aloud: Bread, Bread, Bread Target Skill: Author's Point Materials: Projectable 10.2 past tense verbs with ED 10.3 drafting instructions 10.5 verbs in future tense 10.7 suffixes –er and –est 10.8 revising Alexa's draft Small Group- Leveled Readers, Dailey 5, Journeys write-in-readers, Grammar: Verbs in the present, past and future Day3 present, past, a future time T456 Daily Writing: thats the fish I look a yesterday. Im glad I watch him.
10:00- 10:10 Math Block 1	Calendar Math	Calendar Math	Calendar Math
10:15- 10:55	Specials	Specials	Specials
11:00-11:30 Recess/ Structured PE	Recess/ Structured PE	Recess/ Structured PE	Recess/ Structured PE
11:40-12:10 Math Block 2	7.9 Time to 5 minutes pgs. 369-372	7.10 Practice Telling Time pgs. 373-376	Chapter Review Test (updated version)
12:15-12:45	Lunch	Lunch	Lunch
12:50- 1:40 Math Block 3	7.9 Time to 5 minutes pgs. 369-372	7.11 A.M. and P.M. pgs. 377-380	Chapter Review Test (updated version)
1:45-2:45 Intensive Remediation 1:45- 2:15 (group 4) 2:15- 2:45 (group 5)	*LLI/ Group 1 and 2 *Fluency/ 6 min solution * Journey's Toolkit *Novel Ties (On/Above) *Phonics/Flash cards/sight words (Approaching)	*LLI/ Group 1 and 2 *Fluency/ 6 min solution * Journey's Toolkit *Novel Ties (On/Above) *Phonics/Flash cards/sight words (Approaching)	*LLI/ Group 1 and 2 *Fluency/ 6 min solution * Journey's Toolkit *Novel Ties (On/Above) *Phonics/Flash cards/sight words (Approaching)
2:45-2:55 Science Journal/ Enrichment	Science): SC.2.N.1.1, SC.2.L.17.1 Science Fusion Lesson 6 Unit 10 Lessons 2, and 4	Science): SC.2.N.1.1, SC.2.L.17.1 Science Fusion Lesson 6 Unit 10 Lessons 2, and 4	Science): SC.2.N.1.1, SC.2.L.17.1 Science Fusion Lesson 6 Unit 10 Lessons 2, and 4
2:55-3:00 End of the Day Procedures 3:00 Dismissal	Dismissal: Write homework in agenda, Clean up area, and stamp	Dismissal: Write homework in agenda, Clean up area, and stamp	Dismissal: Write homework in agenda, Clean up area, and stamp
Homework	Reading Log, Math P173-174	Reading Log, Math P175-176	Reading log: Math: P179-180

2nd Grade lesson plans

Time/Subject	Thursday: January 28	Friday: January 29	Notes:
8:10-8:30 Morning Work	Activity: TB 381-384	Activity: Based on student needs	<p>ESOL/ESE Strategies Circle All that Apply</p> <p>A Accommodations: A1, A2, A3, A4, A5,</p> <p>B. Clear Communication: B1, B2, B3, B4, B5, B6, B7, B8, B9, B10</p> <p>C. Assessments C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16.</p> <p>D. Vocabulary: D1, D2, D3, D4, D5, D6, D7, D8, D9</p> <p>E. Collaboration & Conversation E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11.</p> <p>F. Metacognitive /Metalinguistic: : F1, F2, F3, F4, F5, F6, F7, F8</p> <p>G. Context Embedded Supports & Close Reading G1, G2, G3, G4, G5, G6, G7, G8, G9, G10, G11, G12, G13, G14, G15, G16, G17, G18, G19, G20, G21, G22, G23, G24, G25, G26. -</p> <p>H. Multimodal & Multimedia H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p> <p>I Advance Organizers I1, I2, I3, I4, I5, I6, I7, I8, I9, I10, I11, I12, I13, I14,</p> <p>I Additional Resources J1, J2, J3, J4, J5, J6, J7, J8, J9,</p> <p>Essential Questions: What is the author's point? Explain your answer with text evidence.</p> <p>Language Arts- I can identify Author's Point.</p> <p>Math- I can tell/write time from analog/digital clocks to the nearest 5 min.</p> <p>Writing- Daily Proofreading Practice</p> <p>Science -</p> <p>Grammar- What is a Verb?</p> <p>Vocabulary Words: Millions choices, drift, simple, weaker, wrapped, disgusting, decide</p> <p>Phonics: Long Vowels A, I sounds for c</p> <p>Spelling Words: I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've, us, them, they've wouldn't</p> <p>Review words:</p> <p>Challenge words: High -Frequency Words: are, our, where, were, their, there, been, story, became, through, beautiful, different, special, walk</p>
8:30-10:00 Reading/ Integrated Subject Block Whole Group 8:30-8:40 Small Group1 8:40-9:00 Whole Group 9:00-9:10 Small Group 2 9:10-9:30 Whole Group 9:30-9:40 Small Group3 9:40-10:00	<p>LAFS. 2.RI.3.8, LAFS.2.RF.3.3d, LAFS.2.W.1.2, LAFS.W.2.5, LAFS.2.L.3.4b, LAFS.2.L.3.4d, LAFS.2.L.1.2c, LAFS.2.L.d</p> <p>Main Selection: The Life of Jellyfish</p> <p>Paired Selection: Splash Photography</p> <p>Read Aloud: Bread, Bread, Bread</p> <p>Target Skill: Author's Point</p> <p>Materials: Projectable</p> <p>10.2 past tense verbs with ED</p> <p>10.3 drafting instructions</p> <p>10.5 verbs in future tense</p> <p>10.7 suffixes -er and -est</p> <p>10.8 revising Alexa's draft</p> <p>Small Group- Leveled Readers, Dailey 5, Journeys write-in-readers,</p> <p>Grammar: Verbs in the present, past and future</p> <p>Day4 spiral review singular and plural nouns T466</p> <p>Daily Writing: the fish lookd at uss. Then it passd by theme.</p>	<p>LAFS. 2.RI.3.8, LAFS.2.RF.3.3d, LAFS.2.W.1.2, LAFS.W.2.5, LAFS.2.L.3.4b, LAFS.2.L.3.4d, LAFS.2.L.1.2c, LAFS.2.L.d</p> <p>Main Selection: The Life of Jellyfish</p> <p>Paired Selection: Splash Photography</p> <p>Read Aloud: Bread, Bread, Bread</p> <p>Target Skill: Author's Point</p> <p>Materials: Projectable</p> <p>10.2 past tense verbs with ED</p> <p>10.3 drafting instructions</p> <p>10.5 verbs in future tense</p> <p>10.7 suffixes -er and -est</p> <p>10.8 revising Alexa's draft</p> <p>Small Group- Leveled Readers, Dailey 5, Journeys write-in-readers,</p> <p>Grammar: Verbs in the present, past and future</p> <p>Day5 verbs in the present, past, and future T472</p> <p>Daily Writing: the whit beach towels are washed away. They float by these rocks.</p>	
10:00- 10:10 Math Block 1 (Calendar)	Calendar Math	Calendar Math	
10:15- 10:55	Specials	Specials	
11:00-11:30 Recess/ Structured PE	Recess/ Structured PE	Recess/ Structured PE	
11:40-12:10 Math Block 2	Remediation and Enrich based on student needs	Formative Assessment 9 AG 61-64	
12:15--12:45	Lunch	Lunch	
12:50- 1:40 Math Block 3	Remediation and Enrich based on student needs	Formative Assessment 9 AG 61-64	
1:45-2:45 Intensive Remediation 1:45- 2:15 LLI-Torres (group 4) 2:15- 2:45 LLI Torres (group 5)	<p>*LLI/ Group 1 and 2</p> <p>*Fluency/ 6 min solution</p> <p>* Journey's Toolkit</p> <p>*Novel Ties (On/Above)</p> <p>*Phonics/Flash cards/sight words (Approaching)</p>	<p>*LLI/ Group 1 and 2</p> <p>*Fluency/ 6 min solution</p> <p>* Journey's Toolkit</p> <p>*Novel Ties (On/Above)</p> <p>*Phonics/Flash cards/sight words (Approaching)</p>	
2:45-2:55 Read Aloud/ Science Journal/ Enrichment	Science): SC.2.N.1.1, SC.2.L.17.1 Science Fusion Lesson 6 Unit 10 Lessons 2, and 4	Science): SC.2.N.1.1, SC.2.L.17.1 Science Fusion Lesson 6 Unit 10 Lessons 2, and 4	
2:55-3:00 End of the Day Procedures	Dismissal: Write homework in agenda, Clean up area, and stamp	Dismissal: Write homework in agenda, Clean up area, and stamp	
3:00 Dismissal	Dismissal	Dismissal	
Homework	Reading Log: Math: Based on needs	Reading Log: Math: no math	

TIME / SUBJECT:	Monday: January 18,2016	Tuesday: January 19, 2016	Wednesday: January 20, 2016
AM Morning Assignment Time: 8:10-8:25 am	Activity Attendance / sharpen pencils D.E.A.R Six-Minute Solutions 508	Activity Attendance / sharpen pencils D.E.A.R : Maniac Magee 45-46 Six-Minute Solutions 508	Activity Attendance/ sharpen pencils D.E.A.R : Maniac Magee 47-48 Six-Minute Solutions 508
Integrated Literacy Block Time: 8:25-10:55 Whole Group 8:25-8:55 Multi-Skill	HOLIDAY ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose	Multi-Skill Review Activity: 5 th grade How to Save Two Dolphins *Read and Discuss Article (Text features) * Discuss and review vocabulary * What Does This Mean? (Worksheet) ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose	Multi-Skill Review Activity: 5 th grade How to Save Two Dolphins *Discuss and Review Article * Close reading and Critical Thinking Questions#1-3 * Use R.E.S.T ESOL: E6 Explain Key Concepts, E9 Reading for a Purp
Writing Hour 9:55-10:55	HOLIDAY ESOL: A7 Activate Background Knowledge/ A4WHOLE GROUP/ E9 Reading for a Purpose	Are Animals Inventors Activity: *Second paragraph *model paraphrasing and elaboration ESOL: A7 Activate Background Knowledge/ A4WHOLE GROUP/ E9 Reading for a Purpose	Are Animals Inventors Activity: *Third paragraph *model paraphrasing and elaboration ESOL: A7 Activate Background Knowledge/ A4WHOLE GROUP/ E9 Reading for a Purpose
Reading Small Groups Spiderman(Rotation1) 8:55-9:15 Batman(Rotation 2) 9:15-9:35 Superman(Rotation 3) 9:35-9:55 Multi-Skill	Spiderman: Batman: Superman : HOLIDAY ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose C2 Small Group	Multi-Skill Materials: Storyworks Spiderman: Batman: Superman: Activity: Malala the Powerful *Read and discuss articles *Review and discuss vocabulary *Words of change ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose C2 Small Group	Multi-Skill Materials: Storyworks Spiderman: Batman: Superman: Activity: Malala the Powerful *Review and discuss *Poetry and Nonfiction * Close Reading questions #1-6 R.E.S.T ESOL: E6 Explain Key Concepts, E9 Reading for a Purp C2 Small Group
Lunch 11:00-11:30	Lunch	Lunch	Lunch
Specials 11:45-12:15	Specials	Specials	Specials
Structured Recess 12:20-12:50	Recess	Recess	Recess
Math Whole Group Time: 12:55 – 1:40	• HOLIDAY ESOL: E6 Explain Key Concepts, E14 Visuals	MAFS.5.NF.1.1 Lesson 6.6 Add and Subtract Mixed Numbers Essential Question: How can you add and subtract mixed numbers with unlike denominators? Activity: <ul style="list-style-type: none"> Note taking in math journal Discuss and review anchor chart Video Model pg. 265-266 #1-4 ESOL: E6 Explain Key Concepts, E14 Visuals	MAFS.5.NF.1.1 Lesson 6.7 Subtraction with Renaming Essential Question: How can you use renaming to find the difference of two mixed numbers? Activity: <ul style="list-style-type: none"> Note taking in math journal Discuss and review anchor chart Video Model pg. 270 #1-4 ESOL: E6 Explain Key Concepts, E14 Visuals

<p>Reading Small Group</p> <p>Spiderman(Rotation 1) 8:55-9:15</p> <p>Batman(Rotation 2) 9:15-9:35</p> <p>Superman (Rotation 3) 9:35-9:55</p>	<p>Multi-Skill Materials: Storyworks</p> <p>Spiderman: Batman: Superman:</p> <p>Activity: Malala the Powerful *Review articles *Find the Evidence</p> <p>ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose C2 Small Group</p>	<p>Multi-skill Materials: Storyworks</p> <p>Spiderman: Batman: Superman</p> <p>Activity: Malala the Powerful *In Darkest Hour *Review and discuss *Poetry and Nonfiction</p> <p>ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose C2 Small Group</p>	
<p>Lunch 11:00-11:30</p>	<p>Lunch</p>	<p>Lunch</p>	
<p>Specials 11:35-12:15</p>	<p>Specials</p>	<p>Specials</p>	
<p>Structured P.E. 12:20-12:50</p>	<p>Structured P.E.</p>	<p>Structured P.E.</p>	
<p>Math Whole Group Time: 12:55 – 1:40</p>	<p>MAFS.5.NF.1.1 Lesson 6.8 Patterns with Fractions</p> <p>Essential Question: How can you use addition or subtraction to describe a pattern or create a sequence with fractions?</p> <p>Activity:</p> <ul style="list-style-type: none"> • Note taking in math journal • Discuss and review anchor chart • Video • Model pg. 275 #1-4 <p>ESOL: E6 Explain Key Concepts, E14 Visuals</p>	<p>MAFS.5.NF.1.1 Lesson 6.10 Algebra*Use Properties o Addition</p> <p>Essential Question: How can properties help you add fractions with unlike denominators?</p> <p>Activity:</p> <ul style="list-style-type: none"> • Note taking in math journal • Discuss and review anchor chart • Video • Model pg. 283 #1-3 <p>ESOL: E6 Explain Key Concepts, E14 Visuals</p>	<p>ESOL & ESE Matrix: A1 TRP,A4WHOLE GROUP,A6 Retelling,A7 Activate Knowledge, B2 Maps,B3 Charts, B5 Pictures, B8 Venn Diagrams,B9 Story Map, B10 Timeline, B11Computers, B14 Demonstration, B18 Jazz Chants, B19 Cassette, C1 Peer Buddy, C2 Small Group, Group Report, C7 C9 Choral Reading, D1 Field Trip, D2 KWL, D4 Games, E2 One-On-One, E6 Explain Key Concepts, E9 Reading for a Purpose, E13 Drills, E14 Visuals, E22 Summarizing,E25 Repetition, G7 Teacher Check, G9 Group Testing, G10 Observation</p>
<p>Math Small Group/ Centers</p> <p>Reteach Group 1:40-1:55</p>	<p>MAFS.5.NF.1.1 Lesson 6.8 Patterns with Fractions</p> <p>Essential Question: How can you use addition or subtraction to describe a pattern or create a sequence with fractions?</p> <p>Activity: *Independent pgs. 275 # 5-14 *Reteach R57 * Reflex/ I-ready math/ Tenamrks</p> <p>ESOL: E6 Explain Key Concepts/ C2 Small Group</p>	<p>MAFS.5.NF.1.1 Lesson 6.10 Algebra*Use Properties o Addition</p> <p>Essential Question: How can properties help you add fractions with unlike denominators?</p> <p>Activity: *Independent pgs. 283 # 4-9 *Problem Solving #10-13 *Reteach R59 * Reflex/ I-ready math/ Tenamrks</p> <p>ESOL: E6 Explain Key Concepts/ C2 Small Group</p>	<p><u>What's Happening This Week</u></p>
<p>Science Time: 2:00-2:50</p>	<p>Activity: What are Mixtures and Solutions? Unit 4 Lesson 4 Essential Question: What are Mixtures and Solutions?</p> <p>*Separating Mixtures pgs.200-201 *Recycling Mixtures pgs.202-203 * Video -BEEP</p>	<p>Activity: What are Mixtures and Solutions? Unit 4 Lesson 4 Essential Question: What are Mixtures and Solutions?</p> <p>*Sum It Up pgs.204-205 * Quiz Unit 4 lesson 4 * Video -BEEP</p>	
<p>2:50-3:00 Reflection/Dismissal Homework</p>	<p>Reading : Homework plan Day 3 Math: pgs.p89-p90</p>	<p>Reading : Homework plan Day 4 Math: pgs.p81-p82</p>	

<p>Math Small Group/ Center</p> <p>Reteach Group 1 1:40-1:55</p>	<p>HOLIDAY</p> <p>ESOL: E6 Explain Key Concepts/ C2 Small Group</p>	<p>MAFS.5.NF.1.1 Lesson 6.6 Add and Subtract Mixed Numbers</p> <p>Essential Question: How can you add and subtract mixed numbers with unlike denominators?</p> <p>Activity: *Independent pgs. 267 # 5-24 *Reteach R55 * Reflex/ I-ready math/ Tenamrks</p> <p>ESOL: E6 Explain Key Concepts/ C2 Small Group</p>	<p>MAFS.5.NF.1.1 Lesson 6.7 Subtraction with Renaming</p> <p>Essential Question: How can you use renaming to find the difference of two mixed numbers?</p> <p>Activity: *Independent pgs. 271 # 5-18 *Reteach R56 * Reflex/ I-ready math/ Tenamrks</p> <p>ESOL: E6 Explain Key Concepts/ C2 Small Group</p>
<p>Science Time: 2:00-2:50</p>	<p>HOLIDAY</p> <p>ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose</p>	<p>Activity: How Does Matter Change? Unit 4 lesson 2</p> <p>Essential Question: How Does Matter Change?</p> <p>*Classifying Change pgs.180-181 *Swelling and Shrinking pg.182-183 * Tampering with Temperature pgs.184-185</p> <p>ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose</p>	<p>Activity: What are Mixtures and Solutions? Unit 4 Lesson 4</p> <p>Essential Question: What are Mixtures and Solutions?</p> <p>*Matter Mix-Up pgs.196-197 *Find A Solution pg.198-199 * Video -BEEP</p> <p>ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose</p>
<p>2:55-3:05 Reflection/Dismissal Homework</p>	<p>Reading: 5 day Homework plan: Day1 Math: pg. p83-p84 Reading Log</p>	<p>Reading: 5 day Homework plan : Day 2 Math: pg. p85-p86 Reading Log</p>	<p>Reading: Math: pg Reading Log</p>

Hightower- 5th Grade

TIME / SUBJECT:	Thursday: January 21 ,2016	Friday: January 22, 2016	NOTES
<p>AM Morning Assignment Time: 8:10-8:25 am</p>	<p>Activity: Attendance/sharpen pencils D.E.A.R : Maniac Magee 49-50 Six-Minute Solutions 508</p>	<p>Activity: Attendance/sharpen pencils D.E.A.R : Maniac Magee 51-52 Six-Minute Solutions 508</p>	<p>*DAILY: Attendance, Announcements, students sharpen (2) pencil, copy homework & check agenda.</p>
<p>Integrated Literacy Block Time: 8:25-10:55 Whole Group 8:25-8:55 Multi-Skill</p>	<p>Multi-Skill Review Activity: 5th grade How to Save Two Dolphins *Discuss and Review Article * Close reading and Critical Thinking Questions#4-7 * Use R.E.S.T ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose</p>	<p>Multi-Skill Review Activity: 5th grade How to Save Two Dolphins *Discuss and Review Article * Exploring Text Features Worksheets ESOL: E6 Explain Key Concepts, E9 Reading for a Purpose</p>	<p>ESOL - SPEECH – ESE –</p>
<p>Writing Hour 9:55-10:55</p>	<p>Are Animals Inventors Activity: *Fourth paragraph *model paraphrasing and elaboration ESOL: A7 Activate Background Knowledge/ A4WHOLE GROUP/ E9 Reading for a Purpose</p>	<p>Are Animals Inventors Activity: *Fourth paragraph *model paraphrasing and elaboration *conferencing and editing ESOL: A7 Activate Background Knowledge/ A4WHOLE GROUP/ E9 Reading for a Purpose</p>	<p>Vocabulary:</p>