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| **Teacher:** Krause | | | | **Class/Subject:** 5th grade reading | | | | **Week of:** MAR 24-28 | | |
| **Weekly Standards:** | | 3-1-1, RL 5.2, RL 5.3 | | | | | | | | |
| **Depth of Knowledge Definitions** | **Recall and Reproduction:**  Basic recall of concepts, definitions, facts, and processes; list of ideas; locating key ideas; sequencing; using a formula | | | | **Skill/Concept:**  Mental processing beyond recall or reproducing a response; application of skills in a familiar situation; making a decision on how to approach a problem; using more than one cognitive step in developing an answer; explanations of how and why | | **Strategic Thinking:**  More than one possible answer; goes beyond the text; a deep understanding exhibited through planning and reasoning; citing evidence and justifying a response; applying prior knowledge | | | **Extended Thinking:**  Investigating that requires time to research, think, or process multiple conditions of a problem, examine alternative perspectives across a variety of sources, analyze and synthesize information from multiple sources, requires an extended period of time |
| **Anticipatory Set:**  \*Congruent to objectives  \*Active participation  \*Past experience | | | **Direct Instruction:**  \*Modeling  \*Guided practice  \*Check for understanding  \*Independent practice | | | **Active Participation**  \*M- Mandatory  \*E- Elicited by the teacher  \*A- All students, same time  \*T- Throughout learning | | | **Closure:**  \*Congruent to Objective  \*Active participation  \*Past experience  \*Student summary | |

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| **Monday** | **Lesson Title:** Main Idea and Supporting Details | | | **Date:** Mar 24 | | | |
| **Anticipatory Set:** Show picture of polar bears - students create a headline for what the text might be about | | **Objectives/Student Friendly:** I can quote key ideas and supporting details accurately from text. I can compare key ideas and supporting details between texts. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Use Comprehension toolkit to read text for main idea and supporting details - Lesson 16 At Home in the Arctic  Mini Lesson 2: AIMS Blast Off page 6-7  Read to Self: find main idea or theme from text  Work on Writing: paragraph for reading journal response  Word Work: Idioms page 35-36 Vocabulary Jumpstart  Listen to Reading: Cougars in Journey's series | | **Relevance:** comprehending and determining important parts of text | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** Whole Group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Now that we've read At Home in the Arctic, discuss your original headline and change as needed | | **Vocabulary:** main idea, supporting details | | | | |
| **Reteach:** Vocabulart | **Enrich:** Vocabulary | | | | | |
| **Tuesday** | **Lesson Title:** Main Idea and Supporting Details | | | **Date:** Mar 25 | | | |
| **Anticipatory Set:** Timed Pair Share - How do you determine if an idea is important to the text? | | **Objectives/Student Friendly:** I can quote key ideas and supporting details accurately from text. I can compare key ideas and supporting details between texts. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Comprehension Tool Kit Lesson 18 - One if By Land, Two if by Sea finding important details and recording them  Mini Lesson 2: AIMS prep Blast Off page 8-10  Read to Self: find main idea or theme from text  Work on Writing: paragraph for reading journal response  Word Work: Idioms page 35-36 Vocabulary Jumpstart  Listen to Reading: Cougars in Journey's series | | **Relevance:** comprehending and determining important parts of text | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** Whole class, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** After One if By Land, Two if by Sea - students come up with another detail they can add to the text they read | | **Vocabulary:** main idea, supporting details | | | | |
| **Reteach:** Introduce new leveled novels | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |

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| **Wednesday** | **Lesson Title:** Main Idea/Supporting details | | | **Date:** Mar 26 | | | |
| **Anticipatory Set:** Given a paragraph - students create a main idea for it | | **Objectives/Student Friendly:** I can quote key ideas and supporting details accurately from text. I can compare key ideas and supporting details between texts. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Comprehension Tool Kit Lesson 18 - One if By Land, Two if by Sea seperating interesting details from important details  Mini Lesson 2: AIMS prep Blast Off page 11-13  Read to Self: find main idea or theme from text  Work on Writing: paragraph for reading journal response  Word Work: Idioms page 35-36 Vocabulary Jumpstart  Listen to Reading: Cougars in Journey's series | | **Relevance:** comprehending and determining important parts of text | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** Whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Rally Robin questions from page 12-13 and have students use thinking routine "What Makes You Say That?" | | **Vocabulary:** main idea supporting details | | | | |
| **Reteach:** New set of leveled novels | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |
| **Thursday** | **Lesson Title:** Main Idea/Supporting Details | | | **Date:** Mar 27 | | | |
| **Anticipatory Set:** See- Think-Wonder about an ad image | | **Objectives/Student Friendly:** I can quote key ideas and supporting details accurately from text. I can compare key ideas and supporting details between texts. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Comprehension Tool Kit Lesson 20 - Can Kids Stop Kids from Smoking  Mini Lesson 2: AIMS prep Blast Off page 15-17  Read to Self: find main idea or theme from text  Work on Writing: paragraph for reading journal response  Word Work: Idioms page 35-36 Vocabulary Jumpstart  Listen to Reading: Cougars in Journey's series | | **Relevance:** comprehending and determining important parts of text | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Timed Pair Share: summary paragraph of reading | | **Vocabulary:** main idea, supporting details | | | | |
| **Reteach:** New set of leveled novels | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |
| **Friday** | **Lesson Title:** Main Idea/Supporting Details | | | **Date:** Mar 28 | | | |
| **Anticipatory Set:** Review the different places where you often find a main idea | | **Objectives/Student Friendly:** I can quote key ideas and supporting details accurately from text. I can compare key ideas and supporting details between texts. | | | | |
| **Direct Instruction:**  Mini Lesson 1: AIMS prep Blast Off page 18-20  Galileo Main Idea and Supporting details assessment  Read to Self: find main idea or theme from text  Work on Writing: paragraph for reading journal response  Word Work: Idioms page 35-36 Vocabulary Jumpstart  Listen to Reading: Cougars in Journey's series | | **Relevance:** comprehending and determining important parts of text | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** Whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Discuss Galileo passage with main idea | | **Vocabulary:** main idea, supporting details | | | | |
| **Reteach:** New set of leveled novels | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |