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| **Teacher:** Krause | | | | **Class/Subject:** 5th grade Reading | | | | **Week of:** Apr 7-11 | | |
| **Weekly Standards:** | | Review Standards | | | | | | | | |
| **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:** Themet | | | **Date:** April 7 | | | |
| **Anticipatory Set:** Rally Robin lessons learned in common fairy tales of folk tales. | | **Objectives/Student Friendly:** I can identify the theme of a story.  I can identify the genre of a story. | | | | |
| **Direct Instruction:**  Mini Lesson 1: review what theme is and how to find it in various texts    Mini Lesson 2: Use Buckle Down to practice finding theme in a passage  Read to Self: describe the genre of your text and how you know  Work on Writing: choose from given prompts and write to the prompt  Word Work: while reading pick 5 new words you don't know, write the sentence and the meaning in that context  Listen to Reading: choose a story and find the theme of the story | | **Relevance:** Being able to learn lessons from a story | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: Buckle Down | | | | |
| **Active Participation:** whole group and partner work. | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Explain how to infer the theme of a story | | **Vocabulary:** theme, inference, genre | | | | |
| **Reteach:** Reading groups or Sundance | **Enrich:** | | | | | |
| **Tuesday** | **Lesson Title:** Writing AIMS | | | **Date:** April 8 | | | |
| **Anticipatory Set:** | | **Objectives/Student Friendly:** | | | | |
| **Direct Instruction:**  If students finish writing AIMS early, review reading standards that students struggle with | | **Relevance:** | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** | | **Vocabulary:** | | | | |
| **Reteach:** Reading groups or Sundance | **Enrich:** | | | | | |

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| **Wednesday** | **Lesson Title:** AIMS preparation | | | **Date:** April 9 | | | |
| **Anticipatory Set:** Describe the genre of the book you read for homework and how you know | | **Objectives/Student Friendly:** I can identify types of genre. I can use reference sources. I can identify meaning of vocabulary in context. I can find main idea and supporting details. I can identify components of plot. | | | | |
| **Direct Instruction:**  Part 1 of Buckle Down practice test and discuss using Kagan Structures like Mix and Match, Corners, etc  Read to Self: describe the genre of your text and how you know  Work on Writing: choose from given prompts and write to the prompt  Word Work: while reading pick 5 new words you don't know, write the sentence and the meaning in that context  Listen to Reading: choose a story and find the theme of the story | | **Relevance:** test preparation | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole group and partner work. | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Author's purpose of writing - describe the author's purpose of writing the text you are reading. what makes you say that? | | **Vocabulary:** | | | | |
| **Reteach:** Reading groups or Sundance | **Enrich:** | | | | | |
| **Thursday** | **Lesson Title:** AIMS preparation | | | **Date:** April 10 | | | |
| **Anticipatory Set:** Given sentences - have students find definitions using context clues | | **Objectives/Student Friendly:** I can identify types of genre. I can use reference sources. I can identify meaning of vocabulary in context. I can find main idea and supporting details. I can identify components of plot. | | | | |
| **Direct Instruction:**  Part 2 of Buckle Down practice test and discuss using Kagan Structures like Mix and Match, Corners, etc  Read to Self: describe the genre of your text and how you know  Work on Writing: choose from given prompts and write to the prompt  Word Work: while reading pick 5 new words you don't know, write the sentence and the meaning in that context  Listen to Reading: choose a story and find the theme of the story | | **Relevance:** | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole group and partner work. | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Ticket out the door: What is one part of reading that you are still concerned with for next week's test? | | **Vocabulary:** | | | | |
| **Reteach:** Reading groups or Sundance | **Enrich:** | | | | | |
| **Friday** | **Lesson Title:** AIMS preparation | | | **Date:** April 11 | | | |
| **Anticipatory Set:** http://www.youtube.com/watch?v=c6I24S72Jps | | **Objectives/Student Friendly:** I can identify types of genre. I can use reference sources. I can identify meaning of vocabulary in context. I can find main idea and supporting details. I can identify components of plot. | | | | |
| **Direct Instruction:**  Part 3 of Buckle Down practice test and discuss using Kagan Structures like Mix and Match, Corners, etc  Read to Self: describe the genre of your text and how you know  Work on Writing: choose from given prompts and write to the prompt  Word Work: while reading pick 5 new words you don't know, write the sentence and the meaning in that context  Listen to Reading: choose a story and find the theme of the story | | **Relevance:** | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: | | | | |
| **Active Participation:** whole class, teacher led | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Timed Pair Share: What did you learn during Daily 5 today? | | **Vocabulary:** | | | | |
| **Reteach:** Reading groups or Sundance | **Enrich:** | | | | | |