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| **Teacher:** Krause | | | | **Class/Subject:** 5th grade Reading | | | | **Week of:** May 5-9 | | |
| **Weekly Standards:** | | RL.1, RL.3, RL.5, RI.1, RI.2, RI.5, RI.8 | | | | | | | | |
| **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:** | | | **Date:** May 5 | | | |
| **Anticipatory Set:** See-Think-Wonder with Time for Kids picture | | **Objectives/Student Friendly:** I can quote accurately from a text. I can compare and contrast two or more characters, settings, or events in a story. I can explain how a series of chapters and scenes fits together to provide overall structure. I can determine two or more main ideas of a text and explain how they are supported by key details. I can compare and contrast the overall structure (choronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts. I can explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Begin Close Reading with Time For Kids Text    Mini Lesson 2: Fluency reading with plays and poems- discussing themes and imagery  Read to Self: Choose which strategy to focus on inferences, cause/effect, sequencing, drawing conclusions  Work on Writing: Choose a Novel Card and write according to what the card asks  Word Work: synonyms and antonyms in sentences  Listen to Reading: choose a story and find the theme of the story  Read to Someone: Ask questions/I wonder statements about text | | **Relevance:** comprehension and comparison of multiple types of texts | | | | |
| **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:** Think-Pair-Share what you have learned from your novels | | **Vocabulary:** characters, setting, cause/effect, main idea, supporting details, author's point of view, compare, contrast | | | | |
| **Reteach:** Leveled Novels | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |
| **Tuesday** | **Lesson Title:** | | | **Date:** May 6 | | | |
| **Anticipatory Set:** Chalk Talk about ideas from the TFK article of the week | | **Objectives/Student Friendly:** I can quote accurately from a text. I can compare and contrast two or more characters, settings, or events in a story. I can explain how a series of chapters and scenes fits together to provide overall structure. I can determine two or more main ideas of a text and explain how they are supported by key details. I can compare and contrast the overall structure (choronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts. I can explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Close Reading with Time For Kids Text    Mini Lesson 2: Fluency reading with plays and poems- discussing themes and imagery  Read to Self: Choose which strategy to focus on inferences, cause/effect, sequencing, drawing conclusions  Work on Writing: Choose a Novel Card and write according to what the card asks  Word Work: synonyms and antonyms in sentences  Listen to Reading: choose a story and find the theme of the story  Read to Someone: Ask questions/I wonder statements about text | | **Relevance:** comprehension and comparison of multiple types of texts | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: books | | | | |
| **Active Participation:** whole group, small group, individual | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Think Pair Share - describe what you learned from reading or writing today | | **Vocabulary:** characters, setting, cause/effect, main idea, supporting details, author's point of view, compare, contrast | | | | |
| **Reteach:** Leveled Novel Groups - Maniac McGee and Frindle | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |

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| **Wednesday** | **Lesson Title:** | | | **Date:** May 7 | | | |
| **Anticipatory Set:** Thinking Routine - Red Light, Yellow Light with Time for Kids article | | **Objectives/Student Friendly:** I can quote accurately from a text. I can compare and contrast two or more characters, settings, or events in a story. I can explain how a series of chapters and scenes fits together to provide overall structure. I can determine two or more main ideas of a text and explain how they are supported by key details. I can compare and contrast the overall structure (choronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts. I can explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Read Time For Kids for 3rd part of close read    Mini Lesson 2: Reread fluency reading with plays and poems- discussing themes and imagery  Read to Self: Choose which strategy to focus on inferences, cause/effect, sequencing, drawing conclusions  Work on Writing: Choose a Novel Card and write according to what the card asks  Word Work: synonyms and antonyms in sentences  Listen to Reading: choose a story and find the theme of the story  Read to Someone: ask questions to each other about the text | | **Relevance:** comprehension and comparison of multiple types of texts | | | | |
| **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:** Think Pair Share - describe what you learned from reading or writing today | | **Vocabulary:** characters, setting, cause/effect, main idea, supporting details, author's point of view, compare, contrast | | | | |
| **Reteach:** Leveled Novels - Maniac McGee and Frindle | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |
| **Thursday** | **Lesson Title:** | | | **Date:** May 8 | | | |
| **Anticipatory Set:** I used to think, now I think with TFK article | | **Objectives/Student Friendly:** I can quote accurately from a text. I can compare and contrast two or more characters, settings, or events in a story. I can explain how a series of chapters and scenes fits together to provide overall structure. I can determine two or more main ideas of a text and explain how they are supported by key details. I can compare and contrast the overall structure (choronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts. I can explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Read Time For Kids for 4th part of close read    Mini Lesson 2: Writing focus on good reading response while using supporting evidence  Read to Self: Choose which strategy to focus on inferences, cause/effect, sequencing, drawing conclusions  Work on Writing: Choose a Novel Card and write according to what the card asks  Word Work: synonyms and antonyms in sentences  Listen to Reading: choose a story and find the theme of the story  Read to Someone: ask questions to each other about the text | | **Relevance:** comprehension and comparison of multiple types of texts | | | | |
| **Materials/Resources:** | | | | |
| Worksheet:  Handout: | | Textbook:  Clickers: | | SmartBoard:  Doc. Cam.: |
| Other: books | | | | |
| **Active Participation:** whole group and partner work. | | **Depth of Knowledge** | | | | |
| Recall and Reproduction:  Skill/Concept: | | | Strategic Thinking:  Extended Thinking: | |
| **Closure:** Think Pair Share - describe what you learned from reading or writing today | | **Vocabulary:** characters, setting, cause/effect, main idea, supporting details, author's point of view, compare, contrast | | | | |
| **Reteach:** Leveled Novels - Maniac McGee and Frindle | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |
| **Friday** | **Lesson Title:** | | | **Date:** May 9 | | | |
| **Anticipatory Set:** Thinking Routine - | | **Objectives/Student Friendly:** I can quote accurately from a text. I can compare and contrast two or more characters, settings, or events in a story. I can explain how a series of chapters and scenes fits together to provide overall structure. I can determine two or more main ideas of a text and explain how they are supported by key details. I can compare and contrast the overall structure (choronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts. I can explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| **Direct Instruction:**  Mini Lesson 1: Assess comprehension and comparison of texts with another TFK article  Read to Self: Choose which strategy to focus on inferences, cause/effect, sequencing, drawing conclusions  Work on Writing: Choose a Novel Card and write according to what the card asks  Word Work: synonyms and antonyms in sentences  Listen to Reading: choose a story and find the theme of the story  Read to Someone: ask questions to each other about the tex | | **Relevance:** comprehension and comparison of multiple types of texts | | | | |
| **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:** Discuss TFK articles | | **Vocabulary:** characters, setting, cause/effect, main idea, supporting details, author's point of view, compare, contrast | | | | |
| **Reteach:** Leveled Novels - Maniac McGee and Frindle | **Enrich:** Roll of Thunder, Hear My Cry | | | | | |