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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 ArcticMini Lesson 2: AIMS Blast Off page 6-7Read to Self: find main idea or theme from textWork on Writing: paragraph for reading journal response Word Work: Idioms page 35-36 Vocabulary JumpstartListen to Reading: Cougars in Journey's series | **Relevance:** comprehending and determining important parts of text |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [x]  |
| Other:       |
| **Active Participation:** Whole Group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 themMini Lesson 2: AIMS prep Blast Off page 8-10Read to Self: find main idea or theme from textWork on Writing: paragraph for reading journal response Word Work: Idioms page 35-36 Vocabulary JumpstartListen to Reading: Cougars in Journey's series | **Relevance:** comprehending and determining important parts of text |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [x]  |
| Other:       |
| **Active Participation:** Whole class, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 detailsMini Lesson 2: AIMS prep Blast Off page 11-13Read to Self: find main idea or theme from textWork on Writing: paragraph for reading journal response Word Work: Idioms page 35-36 Vocabulary JumpstartListen to Reading: Cougars in Journey's series | **Relevance:** comprehending and determining important parts of text |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [x]  |
| Other:       |
| **Active Participation:** Whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 SmokingMini Lesson 2: AIMS prep Blast Off page 15-17Read to Self: find main idea or theme from textWork on Writing: paragraph for reading journal response Word Work: Idioms page 35-36 Vocabulary JumpstartListen to Reading: Cougars in Journey's series | **Relevance:** comprehending and determining important parts of text |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [x]  |
| Other:       |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 18-20Galileo Main Idea and Supporting details assessmentRead to Self: find main idea or theme from textWork on Writing: paragraph for reading journal response Word Work: Idioms page 35-36 Vocabulary JumpstartListen to Reading: Cougars in Journey's series | **Relevance:** comprehending and determining important parts of text |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [x] Doc. Cam.: [x]  |
| Other:       |
| **Active Participation:** Whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | Strategic Thinking:[x] 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 |