|  |  |  |
| --- | --- | --- |
| **Teacher:** Krause  | **Class/Subject:** 5th grade Reading | **Week of:** Apr 21-25 |
| **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 |

|  |  |  |
| --- | --- | --- |
| **Monday** | **Lesson Title:**       | **Date:** April 28 |
| **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 conclusionsWork on Writing: Choose a Novel Card and write according to what the card asksWord Work: synonyms and antonyms in sentencesListen to Reading: choose a story and find the theme of the storyRead to Someone: Ask questions/I wonder statements about text | **Relevance:** comprehension and comparison of multiple types of texts |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole group and partner work.  | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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:** April 29 |
| **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 conclusionsWork on Writing: Choose a Novel Card and write according to what the card asksWord Work: synonyms and antonyms in sentencesListen to Reading: choose a story and find the theme of the storyRead to Someone: Ask questions/I wonder statements about text | **Relevance:** comprehension and comparison of multiple types of texts |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[ ] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other: books |
| **Active Participation:** whole group, small group, individual | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 |

|  |  |  |
| --- | --- | --- |
| **Wednesday** | **Lesson Title:**       | **Date:** April 30 |
| **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 conclusionsWork on Writing: Choose a Novel Card and write according to what the card asksWord Work: synonyms and antonyms in sentencesListen to Reading: choose a story and find the theme of the storyRead to Someone: ask questions to each other about the text | **Relevance:** comprehension and comparison of multiple types of texts |
| **Materials/Resources:** |
| Worksheet: [ ] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [x] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole group and partner work. | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 1 |
| **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 conclusionsWork on Writing: Choose a Novel Card and write according to what the card asksWord Work: synonyms and antonyms in sentencesListen to Reading: choose a story and find the theme of the storyRead to Someone: ask questions to each other about the text | **Relevance:** comprehension and comparison of multiple types of texts |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other: books |
| **Active Participation:** whole group and partner work. | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 2 |
| **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 conclusionsWork on Writing: Choose a Novel Card and write according to what the card asksWord Work: synonyms and antonyms in sentencesListen to Reading: choose a story and find the theme of the storyRead to Someone: ask questions to each other about the tex | **Relevance:** comprehension and comparison of multiple types of texts |
| **Materials/Resources:** |
| Worksheet: [x] Handout: [ ]  | Textbook:[x] Clickers: [ ]  | SmartBoard: [ ] Doc. Cam.: [ ]  |
| Other:       |
| **Active Participation:** whole class, teacher led | **Depth of Knowledge** |
| Recall and Reproduction: [x] Skill/Concept: [x]  | 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 |