

Whole Group Instruction~Red Packet

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard of Learning:	4.5c 4.5d	4.5c 4.5d	4.5c 4.5d	4.5c 4.5d 4.6d 4.6e	4.5a-j
Essential Knowledge & Skills: CURRICULUM FRAMEWORK	F: Identify the main idea or theme of a text and summarize using supporting details.	F: Identify the main idea or theme of a text and summarize using supporting details.	F: Identify the main idea or theme of a text and summarize using supporting details.	F: Identify the main idea or theme of a text and summarize using supporting details.	A. the author's purpose (eg: to entertain, to inform, or to persuade) B. how the choice of language, setting, characters, details, and other information contribute to the author's purpose C. a character, setting, or event drawing in specific details from the text (eg words, actions, or a character's thoughts) F. the main idea or theme of a text and summarize using supporting details K. refer to details and examples in a text when explaining what the text says, drawing conclusions/making inferences from a text
Cognitive Level: Blooms Taxonomy	application	application	application	analyze	analyze

<p>Big Idea Essential Questions, Enduring Understandings/How this lesson relates to theme, etc.):</p>	<p>Students will learn how to identify major events and supporting details. All students should be able to explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</p>	<p>Students will learn how to identify major events and supporting details. All students should be able to explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</p>	<p>Students will learn how to identify major events and supporting details. All students should be able to explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</p>	<p>Students will learn how to identify major events and supporting details. All students should be able to explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</p>	<p>Students will learn how to identify major events and supporting details. All students should be able to explain events, procedures, ideas, or concepts in fictional texts, narrative nonfiction texts, and poetry, including what happened and why, based on specific information in the text.</p>
<p>Learning Intention: Student friendly terms</p>	<p>Given a text, I will be able to determine the main idea and summarize the paragraph by using the SUM it up summarizing tool.</p>	<p>Given a text, I can use the SUM it up activity to determine the main idea of a paragraph by finding my proof in the text.</p>	<p>Given a text, I will be able to determine the main idea and summarize the paragraph by using the SUM it up summarizing tool.</p>	<p>Given a text, I will be able to determine and choose the best summary for the passage or a paragraph.</p>	<p>Given a text, I will be able to review my answers to the questions and explain my reasoning for my answer.</p>
<p>Stages of Learning: Introductory, developing, mastery</p>	<p>developing</p>	<p>developing</p>	<p>developing</p>	<p>mastery</p>	<p>mastery</p>
<p>Student Behavior : Lesson Procedures</p>	<p>Lesson 1 of Red Packet. Hook: Ask students to tell a friend what a summary is. Students should focus on the key components of a summary. Explain to students that we are going to learn another way of summarizing. Explain what SUM it up means. I DO: Model how to use</p>	<p>Lesson 2 of Red Packet: Hook: Ask students to recall what SUM it up means, I DO: Model how to put SUM it up in action. Use the strategy for paragraph 1 and match the correct main idea from the bottom. Complete paragraphs 2 and 3 as a class. WE DO: Students will work on paragraphs 4 and 5 with a partner. Review when completed.</p>	<p>Lesson 4 of Red Packet. Hook: Explain to students that we are going to continue summarizing but in a different way. Students will work in groups of 4-5 to summarize a passage. Each students will summarize a paragraph. The rest of the group will have to verify the summary by finding proof in the passage to support or deny the summary.</p>	<p>Lesson 5 of Red Packet Hook: Explain to students that we have been working on summarize and today we will work on choosing the best summary. I DO: Model how to choose the correct summary by answer the first questions. WE DO: Have students answer the next question for the practice passage for the passage. YOU DO: Have students</p>	<p>Begin to Review SOL Mock Test Hook: Explain to students that we will be reviewing parts of the mock test to prepare for the SOL test. Review the first passage with students. Ask students to share their proof and explanation for the answers. Captain of the Carrots</p>

	<p>SUM it up with paragraph one from student sheet.</p> <p>WE DO: Have students practice paragraph 2 with a partner. Review when complete.</p> <p>YOU DO: Students will practice paragraph 3 independently. Review when complete.</p>	<p>YOU DO: Students will complete the Rikki Tikki Tavi sheet independently.</p> <p>Despereaux Chapter 19 and 20.</p> <p>Stopping Points: pg 105: So in this scene the queen is still alive. What do you think will happen to her?</p> <p>pg 107: who spotted Roscuro?</p> <p>pg 109: how do you think the king will react?</p>	<p>When students are done with one passage, they will move on to the next passage.</p>	<p>answer the final question of the passage independently.</p>	
<p>Success Criteria: <i>As a result of this lesson, what do we expect our students to be able to do?</i></p>	<p>As a result of this lesson, students should be able to determine the main idea of a paragraph and summarize the paragraph.</p>	<p>As a result of this lesson, students should be able to summarize with supporting details and should be able to answer SOL type questions.</p>	<p>As a result of this lesson, students should be able to determine the main idea of a paragraph and summarize the paragraph.</p>	<p>As a result of this lesson, students should be able to determine the main idea of a paragraph and summarize the paragraph.</p>	<p>As a result of this lesson, students should be able to determine their answer for a question and identify their proof.</p>
<p>Check for Understanding: Lesson Closure</p>	<p>Ask students to restate the process of SUMming it up</p>	<p>pg 109 stopping point response (making predictions)</p>	<p>Monitor student pairs summarizing.</p>	<p>Monitor how students are working in groups.</p>	<p>Choose different students to answer the questions.</p>
<p>Evaluation Formative Assessment</p>	<p>Students will be given a new paragraph and will be asked to SUM it up.</p>	<p>Students will be given a part of Chapter 20 from Despereaux and will be asked to answer SOL like questions</p>	<p>Students will be given <i>American Peddlers</i> to summarize independently</p>	<p>Students will be given a non fiction paragraph and will have to write a summary for that paragraph.</p>	<p>Students will be given a short passage and will answer a question based on that passage.</p>
<p>Homework</p>	<p>Passage-Plants are Producers</p>	<p>Response</p>	<p>Passage-Dandelions</p>	<p>Response</p>	<p>Read The Disguise</p>

Writing- Whole Group

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard	4.7		4.7	4.7	various
Essential Knowledge	Write for a variety of purposes		Write for a variety of purposes	Write for a variety of purposes	various
Objective	Given a text, I can determine if the text is a biography or autobiography.		Given a topic to research, I can create an essential question and 5-7 supporting questions.	Given a topic to research, I can create an essential question and 5-7 supporting questions.	Given an editing mistake, I can correct an incorrect sentence.
Lesson	<p>The teacher will introduce this unit by focusing on the differences between biographies and autobiographies. The teacher will focus on the idea that an autobiography is a type of biography, but the topic and author are the same person. The teacher will display an autobiography and a biography and discuss the important components of a biography by reading one aloud to the class. Students will take notes on a Venn Diagram in their writing journals. To end the mini-lesson, the teacher will show a BrainPop video on biographies to summarize the lesson.</p>		<p>Explain to students that we will be doing a research project this last 9 weeks. In order to narrow their topics, we will write a biography.</p> <p>Model how to begin the research process. Use the HCS research process checklist.</p> <p>Choose a topic: Thomas Jefferson.</p> <p>Ask students to help think of an essential question and supporting questions.</p> <p>Have students choose 3 potential people to write a biography about.</p>	<p>Review questioning process.</p> <p>Have students choose their topic and begin the questions for their topic.</p>	<p>Student will complete the TEI activity for Lou Gehrig. Students will work on editing commas, apostrophes, and subject-verb agreement.</p>

Guided Reading Group: Indicated whether the group is Beginner (B), Emergent (E), or Transitional Readers (T) and DRA Level

Monday	Wednesday	Thursday	Friday
<p data-bbox="111 175 212 204">Group C</p> <p data-bbox="111 240 422 269">Book: Ice Cream (DRA 34)</p> <p data-bbox="111 305 499 363">SOL: 4.6e: Summarize supporting details</p> <p data-bbox="111 399 541 490">Given a text, I can summarize a nonfiction text by sorting notes based on a specific topic.</p> <p data-bbox="111 526 558 711"><u>BR:</u> Explain to students that we are going to read a nonfiction text. Have student write down 5 questions they have about ice cream and that could be answered using the text based on the table of contents.</p> <p data-bbox="111 714 558 773"><u>VOCAB:</u> products, emperor, merchant, luxury</p> <p data-bbox="111 776 558 867"><u>DR:</u> Students will read pages 2-9. Students will write down any questions that they have while reading.</p> <p data-bbox="111 870 558 1123"><u>AR:</u> Students will complete a sorting activity for the information given on the pages read. Students will work on creating notes based on the information by cutting and gluing sentences onto a notepage. Students will finish this activity in guided reading passage.</p>	<p data-bbox="585 175 686 204">Group A</p> <p data-bbox="585 240 1016 298"><u>BOOK:</u> From Caves to Canvas (DRA 34)</p> <p data-bbox="585 334 978 393">SOL: 4.6e: Summarize supporting details</p> <p data-bbox="585 428 1016 519">Given a text, I can summarize a nonfiction text by sorting notes based on a specific topic.</p> <p data-bbox="585 555 1016 740"><u>BR:</u> Explain to students that we are going to read a nonfiction text. Have student write down 5 questions they have about ice cream and that could be answered using the text based on the table of contents.</p> <p data-bbox="585 743 1016 802"><u>VOCAB:</u> expresses, sarcophagus, scribes, papyrus,</p> <p data-bbox="585 805 1016 896"><u>DR:</u> Students will read pages 2-7. Students will write down any questions that they have while reading.</p> <p data-bbox="585 899 1016 1153"><u>AR:</u> Students will complete a sorting activity for the information given on the pages read. Students will work on creating notes based on the information by cutting and gluing sentences onto a notepage. Students will finish this activity in guided reading passage.</p>	<p data-bbox="1064 175 1165 204">Group C</p> <p data-bbox="1064 240 1375 269"><u>Book:</u> Ice Cream (DRA 34)</p> <p data-bbox="1064 305 1478 363">SOL: 4.6g: Identify cause and effect relationships</p> <p data-bbox="1064 399 1478 519">Given a text, I can identify the cause and effect relationships found in the nonfiction text by going back and finding my proof.</p> <p data-bbox="1064 555 1516 675"><u>BR:</u> Summarize what we learned about ice cream so far. Ask students if they have any questions that have not been answered in the book.</p> <p data-bbox="1064 678 1478 834"><u>VOCAB:</u> imported, <u>DR:</u> Students will read pages 10-14. While students read, they will write down any words they do not know.</p> <p data-bbox="1064 837 1503 1185"><u>AR:</u> Students will use context clues to understand the words that they do not know. Students will make note of the specific words and phrases that help them understand the meaning of the unknown word. Next, students will work on cause and effect questions. Students will sort cause and effect items from the book. Students will finish this activity in guided reading practice.</p>	<p data-bbox="1541 175 1642 204">Group A</p> <p data-bbox="1541 240 1971 298"><u>BOOK:</u> From Caves to Canvas (DRA 34)</p> <p data-bbox="1541 334 1955 393">SOL: 4.6g: Identify cause and effect relationships</p> <p data-bbox="1541 428 1955 548">Given a text, I can identify the cause and effect relationships found in the nonfiction text by going back and finding my proof.</p> <p data-bbox="1541 584 1992 704"><u>BR:</u> Summarize what we learned about ice cream so far. Ask students if they have any questions that have not been answered in the book.</p> <p data-bbox="1541 708 1992 863"><u>VOCAB:</u> cemented, mosaics, parchment, <u>DR:</u> Students will read pages 8-11. While students read, they will write down any words they do not know.</p> <p data-bbox="1541 867 1992 1218"><u>AR:</u> Students will use context clues to understand the words that they do not know. Students will make note of the specific words and phrases that help them understand the meaning of the unknown word. Next, students will work on cause and effect questions. Students will sort cause and effect items from the book. Students will finish this activity in guided reading practice.</p>
<p data-bbox="111 1255 212 1284">Group D</p> <p data-bbox="111 1320 422 1349"><u>Book</u> Plant Atlas (DRA 40)</p> <p data-bbox="111 1385 499 1443">SOL: 4.6e: Summarize supporting details</p> <p data-bbox="111 1479 474 1508">Given a text, I can summarize a</p>	<p data-bbox="585 1255 686 1284">Group B</p> <p data-bbox="585 1320 1016 1378"><u>BOOK:</u> A Voice for the Animals (DRA 40)</p> <p data-bbox="585 1414 978 1472">SOL: 4.6e: Summarize supporting details</p>	<p data-bbox="1064 1255 1165 1284">Group D</p> <p data-bbox="1064 1320 1396 1349"><u>BOOK:</u> Plant Atlas (DRA 40)</p> <p data-bbox="1064 1385 1478 1443">SOL: 4.6g: Identify cause and effect relationships</p> <p data-bbox="1064 1479 1478 1508">Given a text, I can identify the cause</p>	<p data-bbox="1541 1255 1642 1284">Group B</p> <p data-bbox="1541 1320 1971 1378"><u>BOOK:</u> A Voice for the Animals (DRA 40)</p> <p data-bbox="1541 1414 1955 1472">SOL: 4.6g: Identify cause and effect relationships</p>

<p>nonfiction text by sorting notes based on a specific topic.</p> <p><u>BR:</u> Explain to students that we are going to read a nonfiction text. Have student write down 5 questions they have about plants and that could be answered using the text based on the table of contents.</p> <p><u>VOCAB:</u> conditions, determined, biomes, lichens</p> <p><u>DR:</u> Students will read pages 2- 7. Students will write down any questions that they have while reading.</p> <p><u>AR:</u> Students will complete a sorting activity for the information given on the pages read. Students will work on creating notes based on the information by cutting and gluing sentences onto a notepage. Students will finish this activity in guided reading passage</p>	<p>Given a text, I can summarize a nonfiction text by sorting notes based on a specific topic.</p> <p><u>BR:</u> Explain to students that we are going to read a nonfiction text. Have student write down 5 questions they have about ice cream and that could be answered using the text based on the table of contents.</p> <p><u>VOCAB:</u> abandoned, mistreat, prevention,</p> <p><u>DR:</u> Students will read pages 2-7. Students will write down any questions that they have while reading.</p> <p><u>AR:</u> Students will complete a sorting activity for the information given on the pages read. Students will work on creating notes based on the information by cutting and gluing sentences onto a notepage. Students will finish this activity in guided reading passage</p>	<p>and effect relationships found in the nonfiction text by going back and finding my proof.</p> <p><u>BR:</u> Summarize what we learned about the plant atlas so far. Ask students if they have any questions that have not been answered in the book.</p> <p><u>VOCAB:</u> understory</p> <p><u>DR:</u> Students will read pages 8-14. While students read, they will write down any words they do not know.</p> <p><u>AR:</u> Students will use context clues to understand the words that they do not know. Students will make note of the specific words and phrases that help them understand the meaning of the unknown word. Next, students will work on cause and effect questions. Students will sort cause and effect items from the book. Students will finish this activity in guided reading practice.</p>	<p>Given a text, I can identify the cause and effect relationships found in the nonfiction text by going back and finding my proof.</p> <p><u>BR:</u> Summarize what we learned about ice cream so far. Ask students if they have any questions that have not been answered in the book.</p> <p><u>VOCAB:</u> domestic, forbade,</p> <p><u>DR:</u> Students will read pages 8-14. While students read, they will write down any words they do not know.</p> <p><u>AR:</u> Students will use context clues to understand the words that they do not know. Students will make note of the specific words and phrases that help them understand the meaning of the unknown word. Next, students will work on cause and effect questions. Students will sort cause and effect items from the book. Students will finish this activity in guided reading practice.</p>
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Group A	Group B	Group C (DRA 28-34)	Group D (DRA 38)
Malachi, Alexcia, Ethan, Tomari, Austin, Jamier	Juwan, Serenity, Maleik, Natiya, Trenajha, Regina	Jacquez, Morgan, Jacquan, Laniyah	Xavier, Miesha, Kevin, Amauri, JaRon, Lyrik

Differentiated Learning Centers~ Independent Practice

Monday	Wednesday	Thursday	Friday
<p><u>Guided Practice</u></p> <p><u>Group C/D:</u> Students will finish completing the notes sort. Students will begin to work on questions based</p>	<p><u>Guided Practice</u></p> <p><u>Group C/D:</u> Students will reread the pages from yesterday. Students will complete the questions from</p>	<p><u>Guided Practice</u></p> <p><u>Group A/B:</u> Students will reread the pages from yesterday. Students will complete the questions from</p>	<p><u>Guided Practice</u></p> <p><u>Group A/B:</u> Students will reread the pages from yesterday. Students will complete the questions from</p>

on the pages that they read.	yesterday.	yesterday.	yesterday.
Passage Practice <u>Group A/B:</u> Students will read a nonfiction story (Thomas Edison) from SF. Students will answer questions based on the story.	Passage Practice <u>Group C/D:</u> Students will read a nonfiction story (Thomas Edison) from SF. Students will answer questions based on the story.	Passage Practice <u>Group C/D:</u> Students will complete TEI questions based on “Thomas Edison.” When they are done, students will summarize the story by using details from the story.	Passage Practice <u>Group C/D:</u> Students will complete a nonfiction reading passage. Students will answer questions based on their passage.
Ricks: Group A/B CAUSE AND EFFECT	Ricks: Group A/B: CAUSE AND EFFECT	Ricks: Group A/B CAUSE AND EFFECT	Ricks: Group A/B CAUSE AND EFFECT

Group Rotations

	Ms. Ackerman	Guided Reading Practice	Mrs. Ricks	Independent Practice
Group A	Wed 2 Fri 1	Thurs 1	Mon1/Wed1 Thurs2/Fri2	Mon 2
Group B	Wed 1 Fri 2	Thurs 2	Mon2/Wed2 Thurs1/Fri1	Mon 1
Group C	Mon 1 Thurs 1	Mon 2/Wed 1 Fri 1	NONE	Wed 2/Thurs 2 Fri 2
Group D	Mon 2 Thurs 2	Mon 1 Fri 2/Wed 2	NONE	Thurs 1/ Wed 1 Fri 1

Resources Used

Thomas Edison Questions For Passage Practice.

1. What are some modern inventions that are related to Thomas Edison's work?
2. How did Edison try to find out things as a boy?
3. How did Edison's experiments get him in trouble?
4. What was a result of Edison's childhood illness? Why was this a problem in school?
5. What piece of information helps support the idea that Edison loved science?
6. What is another word that means the same as theory? What theory did Edison have about the telegraph?
7. Did Edison invent the telephone?
8. What did Edison's record player do?
9. What are pages 14-15 about? Why were people amazed when they saw his party lights?
10. What were some of Edison's weak points? What were his strong points?

Tale of Despereaux Chapter 20 Questions

Answer the following questions and highlight your proof. Write the number of the question next to the proof.

1. Based on what we know from the passage, what conclusions can we draw out how Roscuro feels at the end of the passage?

2. How is Roscuro's feelings at the end of the passage different from how he feels in the beginning of the passage?

3. What would have most likely happened if Roscuro had not been seen by Princess Pea?

4. Describe the party and how the party guests feel. Give EVIDENCE from the story to support your answer!

5. What is paragraph 1-3 mainly about?

6. Circle the two antonyms for the word *ugly* as used in paragraph 12.

Disgusting Beautiful Monstrous Unpleasant Lovely

ICE CREAM NOTEPAGE SORT

Create the following headings on your paper and sort the phrases below into each heading: "What is Ice cream made of?", "Ice Cream in China and Rome", "Ice Cream in Italy and India"

They originally made ice cream by mixing ice, milk, and sugar.
Ice blocks were hauled to create ice cream.
Servants were sent up the mountain to gather ice.
Fruit juices and honey were mixed to make water ices.
A person traveled around the world and brought the secret of ice cream back to his country.
Fruit juice was sprinkled on ice for a Mogul emperor.
This country made the first ice cream.
It is made of milk products, sugar, and special ingredients.
They mixed ice with milk to keep the milk fresh.

A VOICE FOR THE ANIMALS NOTEPAGE SORT

“A Voice for the Animals” Notepage Sort

Create the following headings on your paper and sort the phrases below into each heading: “What are SPCAs?” “What do SPCAs do?” and “Why were SPCAs started?”

Reduce pet overpopulation
Society that rescues and cares for hurt animals
Their goal is to ease the pain of suffering animals.
Help abandoned animals
Investigate animal cruelty
Help injured animals
Animals are cleaned and fed
Help lost animals
Educate people about how to properly treat animals
It is a nonprofit organization
Provide vet services