

## Writing

<p>SOL &amp; Student Objective: 4.7 The student will write cohesively for a variety of purposes.</p>	<p>SOL &amp; Student Objective: 4.7 The student will write cohesively for a variety of purposes.</p>	<p>SOL &amp; Student Objective: 4.7 The student will write cohesively for a variety of purposes.</p>	<p>SOL &amp; Student Objective: 4.7 The student will write cohesively for a variety of purposes.</p>	<p>SOL &amp; Student Objective:  No Lesson: Field trip purposes.</p>
<p>Evaluation/Assessment S-pronoun quiz F</p>	<p>Evaluation/Assessment S F- student responses</p>	<p>Evaluation/Assessment S F- student choices</p>	<p>Evaluation/Assessment S F- student notes</p>	<p>Evaluation/Assessment S F</p>
<p>Mini lesson</p>	<p>Mini lesson 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</p>	<p>Mini lesson The teacher will continue focusing on biographies and will model note-taking skills when researching. The teacher will select a person and show the students how to use one source (chosen at the teacher's discretion) to model proper note-taking skills. The teacher will show the students how to write the title and the author of the source on their paper. The teacher will also show the students how to paraphrase a source.</p>	<p>Mini lesson The teacher will reinforce the note taking process by projecting his/her example and quickly reviewing the components with students.</p>	<p>Mini lesson</p>

	what the students discussed throughout the lesson.			
<p>Independent</p> <p>While students are waiting to receive their word study, they will take a quiz on pronouns.</p>	<p>Independent</p> <p>HW: Students will think of 3 people that they would want to research and write a biography on.</p>	<p>Independent</p> <p>After, the teacher models the process, she/he will ask the students to begin the research process. He/she will asks the students to share their chosen figure for their biography.</p>	<p>Independent</p> <p>Students will continue researching their chosen figure for their biography. The students will continue to take notes from multiple sources.</p> <p>The teacher will continue helping students through the research and note taking process by monitoring how the students progressing throughout the lesson.</p>	<p>Independent</p>
<p><b>Word Study:</b></p> <p>The teacher will introduce word study words to small groups of students. The teacher will ask students to find the pattern between the words on their lists. Each group will work on a different skill.</p> <p>HW: cut and sort the words by the spelling pattern identifies in class. Write the sort in the word study journal.</p>	<p><b>Word Study:</b></p> <p>HW: Complete word sort. Students will write 10 sentences with their word study words.</p>	<p><b>Word Study:</b></p> <p>HW: Complete word sort. Students will draw 5 pictures using 5 different word study words.</p>	<p><b>Word Study:</b></p> <p>HW: Students will sort and glue their words into their writing journal. Study for quiz.</p>	<p><b>Word Study:</b></p> <p>The teacher will assess how well the students understand the patterns and spelling of their words for the week by asking students to both sort and spell the words correctly through a quiz.</p>