

Lesson Plans—Language Arts Block

Teacher: Mrs. Gregory

Message: Who is the Royal Pig Kisser?

Week of: November 9 - 13, 2009

Vocabulary and Word Recognition	Vocabulary Words		
<p style="text-align: center;">FOCUS SKILLS</p>	<p style="text-align: center;">STORY: finishing <i>Each Little Bird That Sings</i></p>		
<p>Using the “Determined Skier” passage, we will work on the following skills in small groups and one-on-one:</p> <ul style="list-style-type: none"> ↗ Homophones ↗ Sight Word Vocabulary ↗ Word Meaning from Context ↗ Affixes ↗ Cause and Effect ↗ Character Analysis ↗ Main Idea ↗ Predicting Outcomes ↗ Dictionary Use ↗ Following Directions ↗ Charts, Graphs, and Maps <p>Morning work covers these skills daily/weekly: Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, days of the week, months of the year, holidays, titles, and initials)</p>	<p>compare/contrast problem/solution cause/effect description sequential order</p> <p>We will test on Friday, Nov. 20th!</p>	<p>This test will consist of matching the text structure to its description and matching the text structure to its paragraph.</p>	<p style="text-align: center;">Vocabulary Work:</p> <ul style="list-style-type: none"> ➤ Crossword Puzzles ➤ Using the Words in Context ➤ Analogies ➤ Dictionary Notes ➤ Synonym and Antonym Practice ➤ Student-Made Quizzes
<p style="text-align: center;">LA Competencies: 1a, 1c, 4 Test on November 20, 2009 Promethean Board</p>			
<p style="text-align: center;">Spelling Words</p>			
<p style="text-align: center;">Spelling Pattern: affixes: -ity, -tion, -ion, trans- and anti-</p>			
<p style="text-align: center;">Spelling Work:</p> <ul style="list-style-type: none"> ➤ Rainbow Writing ➤ Syllabication Tree Map ➤ Sentence Writing ➤ Tree Map by Category <p><i>Dominion, transcontinental, transplanted, and antisocial will be tested in the “traditional” method. The other sixteen words will be in the multiple choice format.</i></p>		<p>generosity captivity humidity electricity disability simplicity attention protection dominion transcontinental</p>	<p>pollution invention combination reaction reflection antifreeze antibiotic antiseptic antisocial transplanted</p>
<p style="text-align: center;">LA Competencies: 1a, 1c, 4c Test on November 13, 2009 Promethean Board</p>			

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	Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading (Reading Comprehension)	<p>Mini Lesson: Text organization/structure: We will revisit how texts are organized or structured, key words that signal which structure is use, and Thinking Maps/ graphic organizers that are used for each structure (Promethean Board) (DOK 2) WOW 1, 2, 4</p> <p>Purpose: Read to learn Dismay's fate. Did he survive? WOW 3, 7</p> <p>Pre Reading: We will make predictions about Dismay and what we think happened to him. (Promethean Board)</p> <p>During Reading WOW 8, 9: Note details needed to complete a Multi Flow Map (Cause and effect) with some causes and some effects provided.</p> <p>Post Reading: Work on our Multi Flow Maps in our reading groups to complete the missing causes and effects. We will come together to review our answers. WOW 5- 10</p> <p>L. Arts Competencies: 2b WOW 1, 2, 4</p>	<p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p> <p>Reading and Language District Test</p>	<p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p> <p>Math District Test</p>	<p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p> <p>District Writing Prompt</p>	<p><u>Reteaching and Remediating Centers:</u></p> <ol style="list-style-type: none"> Sequencing: The students will read a paragraph and correctly order events from the paragraph (HOT DOTS) Homophones: The students will identify and use the correct homophone to complete sentences based on the context of the sentences. Cause and Effect: The students will read a paragraph and correctly answer cause and effect questions with details from the paragraph (HOT DOTS). Alphabetizing: The students will alphabetize groups of words and identify words that are on the wrong dictionary page according to the guidewords. Affixes: The students will use their "Affixes Chart" to answer questions about how the affixes change the meaning of words. <p>L. Arts Competencies: 1a, c, d, 2b1 WOW 1-10</p>

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Grammar and Mechanics

Purpose: Review of previously taught skills (DOK 1-2) **WOW 3, 7**

Guided Practice and Independent Practice

WOW 5, 6, 8, 9, 10: We will review the following:

- ✓ Simple and complete subjects
- ✓ Simple and complete predicates
- ✓ Simple sentences
- ✓ Fragments
- ✓ Compound sentences
- ✓ Run-on sentences
- ✓ Plurals
- ✓ Possessives
- ✓ Contractions
- ✓ Appositives
- ✓ Prepositions
- ✓ Prepositional phrases
- ✓ Capitalization
- ✓ Conjunctions
- ✓ Past, present, and future tense
- ✓ Helping verbs
- ✓ Linking verbs
- ✓ Present perfect tense

LA Comp: 4a, 4b, 4c
WOW 1, 2, 4

Reading and Language District Test

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Reteaching and Remediating Centers:

1. **Verb Tenses:** The students will identify the verb (simple Predicate) in each sentence and label its tense (past, present, future, present perfect).

2. **Nonessential Information (appositives):** The students will identify information that is nonessential to the understanding of the sentence and set it off with commas.

3. **Subjects and Predicates:** The students will identify simple and complete subjects and simple and complete predicates from given sentences.

4. **Proofreading** (for errors in spelling, grammar, and mechanics): Students will read a paragraph and edit/revise as necessary to correct errors in the paragraph.

Language Arts Competencies: 3a, 4
WOW 1-10

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Writing Process

Six Traits Daily Writing: Mini Lessons in the following areas:

IDEAS: Keeping Your Focus

CONVENTION: Capitalizing Proper Nouns

(Promethean Board) (DOK 3).

Purpose and Independent Practice: The students will use an appropriate composing process to compose a text relating an event or idea with a clear beginning, middle, and end (This includes prewriting/planning, drafting, revising, editing, and producing a final copy to publish.).

Prompt: Students will write friendly letter to orphans in China. This letter will include ideas from previously written essays, as well as new information. **Paragraph one** is the introduction paragraph. Vividly describe yourself, your personality, and your favorite pastimes. **Paragraphs two** (describe your family), **three** (describe your teacher and school), **and four** (ask questions to learn about the orphan) are the body of the essay. **Paragraph five** is your conclusion. Conclude by explaining that you would like them to write back to you, visit our school/class websites, and look forward to viewing the presentation.

These letters will be finalized this week!

Language Arts Competencies: 3 and 4

WOW 1-10

Center Purpose: To learn to use an appropriate composing process to compose a text relating an event or idea with a clear beginning, middle, and end
Center: Study Island

Language Arts Comp: 3a, 3c
 WOW: 1-10

HOMEWORK

- MONDAY: Reading/Language Arts, vocab, & spelling
- TUESDAY: Reading/Language Arts, vocab, & spelling
- WEDNESDAY: Reading/Language Arts, vocab, & spelling
- THURSDAY: Reading/Language Arts, vocab, & spelling

These centers will take place daily throughout the week. Centers 4, 5, and 7 are early finisher centers that may not take place for every student, but are directly taught and practiced during class. Centers 9-11 are enrichment centers that will not take place for every student.

W.O.W.

1. Content/Substance
2. Organization of Knowledge
3. Product Focus
4. Clear & Compelling Standards
5. Novelty/Variety
6. Choice
7. Authenticity
8. Protection from Adverse Consequences
9. Affiliation
10. Affirmation of Performance

CENTERS

1. **Teacher Center:** targeting skills needing remediation or enrichment (personalized)
2. **Computer Center:** targeting reading, writing, & grammar skills needing remediation or enrichment
3. **Independent Reading Center:** targeting reading skills (remediation and/or enrichment)
4. **Independent Writing Center:** targeting both writing and grammar skills
5. **Independent Grammar Center:** targeting grammar skills needing remediation or enrichment
6. **Independent Word Working Center:** targeting vocabulary and word recognition skills
7. **Independent Vocab and Spelling Center:** targeting our current word studies
8. **Accelerated Reader Center:** working toward achieving their goals (students work on their independent level)
9. **SODUKU:** targeting math skills, reasoning skills, and analytical thinking skills
10. **KAKURO:** targeting math skills, reasoning skills, and analytical thinking skills
11. **Logic Puzzles:** targeting analytical thinking and logic skills

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