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| **WRITING** | **Connect** | | **Teach** | **Engage** |
| **Focus/Review** | **Objectives** | **Teacher Input/**  **Guided Practice** | **Independent Practice**  **Closure/Review** |
| **Mon.** | Today we are going to focus on the prewriting aspect of the writing process. | Students will use oral and written language to discuss, sustain conversation on a topic, and explain own learning. They will identify a purpose, audience, and appropriate form of writing task. Students will also use planning strategies with assistance to generate a written product. | Discus with students that the prewriting process begins by discussing with others what you want to write about. Today I want you to think about your favorite sport-football, basketball, baseball, gymnastics, etc. Who is your favorite athlete? We are going to pretend that you are a reporter for a TV show called “Wild Fans.” You are going to write a descriptive introduction to your favorite sport (one paragraph) and questions that you would like to ask your favorite athlete. Right now, I want you to turn to your neighbor and discuss your favorite sport and athlete. | Pass out graphic organizer to each student. Have them begin brainstorming their sport and interview questions. |
| **Tues.** | Today’s focus for writing is composing a proper paragraph. | Students will use proper spelling and mechanics when composing a paragraph. | Demonstrate on the board how to compose a proper paragraph. Have students get out their brainstorming graphic organizer. Tell them that today they are going to write their descriptive paragraph of their favorite sport. | Allow students ample time to write their descriptive paragraphs. Go around and check to make sure everyone is doing what they are supposed to be doing. |
| **Wed.** | Today’s focus for writing is to compose 5 properly worded questions. | Students will use proper mechanics to compose 5 questions. | Have students pair up with someone writing about a different sport than they are. They need to discuss questions that might be asked of famous athletes. | After meeting with a partner have students compose detailed questions they would like to ask their favorite athlete. |
| **Thurs.** | Today’s focus is to add detail to both their descriptive paragraphs and to their questions. | Students will use descriptive words to make their papers more interesting. | Explain to students that they are going to add details to their work. Give examples on the board of adding details to make a story more interesting. | Have students get into groups of 3 and read their work. They need to help one another with adding detail to their stories. |
| **Fri.** | Students will share their writings today. |  |  |  |

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| **SCIENCE/**  **HEALTH** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Tues.** | Essential Question:  What are the different types of joints?  *Materials:*  Per Student:  -one labeled index card with an example of a joint and/or a type of joint  -diagram of human skeleton  Per Class:  -hinge  -measuring spoon  -lollipop | (C) SWBAT4.03 Describe the functions of different types of joints:  Hinge  Ball and socket  Gliding  4.04 Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices | Ask students if they can bend their bones in any place. If students say “yes” ask them to bend their arm in any place other than their elbow or wrists. Students should not be able to bend their arm except at their elbow or wrist. Explain to students our body has joints. Joints are where bones fit together. There are two main categories of joints, immovable joints and movable joints. Have students try to define immovable and movable. Ask students to try to move their skull. They might look confused, but hopefully, they will quickly see their skull is a type of immovable joint. The bones fit together too tightly to move. Ask students to bend their knee, bend their elbow, move their hand up and down, and move their arm around. Tell students these are movable joints because the bones can move easily. | Discuss with students that there are three main types of movable joints. Have students bend their knee. Explain this is a hinge joint. A hinge joint is like a door hinge that allows a door to open and close. Show students an actual hinge from a door. Have students discuss how the hinge is similar to the movement of the knee. Other examples of hinge joints are elbows and bending your fingers at the knuckle. Next, have students move their arm in a circular motion. Explain to students this is a ball-and-socket joint. The ball of one bone fits into the socket, or cup, of another bone. Use a measuring spoon (socket) and a lollipop (bone) to show how ball and socket joints work by placing the lollipop inside the spoon and moving it around. This joint allows bones to move back and forth, in circle, and side to side. Another example of a ball and socket joint is your hip. Have students move their wrists and ankles. Explain that these bones can slide against one another. This joint allows some movement in all directions. | Give one group of students index cards labeled with the different types of joints just discussed. For example: hinge- a joint that moves back & forth. Have that group of students stand in different areas of the classroom. Give the remaining students names of body parts we have studied. For example knee, elbow, wrist, etc. The students that have cards with names of body parts will then classify themselves corresponding to the correct joint. Students should discuss with their group if the match is correct. For example, a shoulder should not be able to stand with the hinge joint. | Ask the students the following questions:   * What do you call the place where two bones come together? * What are the three types of joints? * How do your joints help you move? * What would happen if you didn’t have your joints? |
| (L) Observe, Communicate, Predict, Infer, Classify types of joints. |
| **Thurs.** | Essential Question: How does the spine aid in the body’s ability to move?  *Materials:*  Per Class:  -human skeleton diagram or poster  Per Group:  -three pipe cleaners  -three plastic straws  -scissors | (C) SWBAT4.02 Describe several functions of bones:  -Support  -Protection  -Locomotion  4.04 Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices | Refer to a skeleton diagram or poster. Point to the back and have students recall this bone is called the spine. Ask students to predict if they think the spine is made up of one large bone or several small bones. | Pass out materials to each group. Have students place one pipe cleaner inside one straw. Tell students the straw represents the backbone and the pipe cleaner is what is found inside the backbone. Ask students if they can bend the straw without creasing it. After several attempts, students should find that they are unsuccessful at this task. Next, have the students take another straw and cut it in half and once again put one piece of pipe cleaner through the two pieces of straw. Students can now bend the straw, but this represents if the spine could only bend at a ninety degree angle. Now, take the final straw and cut it into five pieces and thread the last piper cleaner through the five pieces. Have students bend this last straw and compare it to how well the other two were able to bend. | Have students write in their science notebooks about the activity. Have students explain why the spine needs to be made of several small bones rather than one large bone. Have a word list for students to refer to while writing in their science notebooks. | Students should conclude that the last straw is most like the body’s backbone. |
| (L) Observe, Communicate, and Predict in student groups about how the backbone protects the spinal cord. |

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| **WHOLE GROUP**  **READING/**  **VOCAB.** | **Focus and Review** | **Objectives** | **Teacher Input** | **Guided Practice** | **Independent Practice** | **Closure/Review** |
| **Mon.** | Today we will begin a story about a young girl that disguises herself to fight in the Emperor’s army. Have students think of a time when they have pretended to be someone different. Was it difficult to do this? How did it make you feel? Imagine having to do this for 10 years.  Comprehension Skill: Making Inferences  Comprehension Strategy: Monitor/Clarify | (C) SWBAT make inferences based on a text by using prior knowledge as well as clues from story. Students will also apply the comprehension strategy monitor/clarify to their reading in order to check for understanding.  NCSCOS obj.: 3.01e; 2.01 | Introduce Vocabulary:  Armor  Comrades  Endured  Farewell  Triumphant  Troops  Victorious  Use Vocabulary cards that will allow students to draw a picture to help them better under the meanings of these words. Allow students to get into groups and come up with an action to go along with each word. | Read the “Teacher Read Aloud” on TE pp. 51S-51T. Students will listen to make inferences about the story and characters. Build Background: Tell students that you are going to read aloud a story about a young woman who dressed as a man to fight in the American Revolution. Deborah Sampson was a real person who fought under the name Robert Shurtlett. Have students discuss what they know about the American Revolution. Tell students that they are going to make inferences using story clues and prior knowledge/experience. | Literature Response Circle: Give each student an index card and have them write a short reflection of the story. They can use a summarizing, inference, connection, I wonder, or visualizing statement on their card. Then have them get into groups of 3or 4 and share their reflection. Go over Literature Response Group Rules first:  Be respectful of others in group by listening to their reflection.  Stay on task/topic  Whisper | Explain to students that our story for this week is very similar to Deborah Sampson.  Read “The Mulan Legend” (p.52) aloud. This will help set the purpose for student’s reading for homework.  For homework have students read the story aloud to their parents/guardian. Explain that reading the story aloud will help prepare them for tomorrow’s lesson. |
| (L) While reading “The Ballad of Mulan” students will infer and monitor their reading in order to increase comprehension. |
| **Tues.** | Review vocabulary from the story. Have groups come up and share the actions they came up with for the vocabulary words. | (C) SWBAT make inferences based on a text by using prior knowledge as well as clues from story. Students will also apply the comprehension strategy monitor/clarify to their reading in order to check for understanding.  NCSCOS obj.: 3.01e; 2.01 | Have students read the strategy focus aloud. Explain that it is a good idea to pause while reading to see if any story events are unclear. Remind students that rereading, thinking about what you know, and reading ahead are all great ways to help you clarify anything that might be confusing. Introduce the Inference chart on PWB p. 32. Let students know that as we read we are going to be filling in this inference chart. Give students a preview of p. 56-64: A war is starting. Mulan feels that her father is too old to go to war so she decides to go in his place. How will Mulan accomplish such a dangerous goal?  Preview p. 65-69: Mulan experiences hard times and many battles. What will happen to her? How might she change? | | Read p. 56-69 Aloud as a group. Since students have had an opportunity to read the story, ask anyone if they would like to volunteer to read.  Begin reading.  Fill in Inference Chart as students read.  Make sure students have the opportunity to pause while reading to monitor their understanding. | Literature Discussion:  In small groups students will discuss any questions and ideas about the story. Also talk about these questions:   1. Mulan does something unusual for women of her time. How is she like a real person or story character you know? 2. Do you know other characters who disguise themselves? Why do they do this? 3. Would you call Mulan a hero? Why or why not? |
| (L) While reading “The Ballad of Mulan” students will infer and monitor their reading in order to increase comprehension. |
| **Wed.** | Today we will finish reading “The Ballad of Mulan”. We will also begin to focus on what a legend is. | (C) SWBAT make inferences based on a text by using prior knowledge as well as clues from story. Students will also apply the comprehension strategy monitor/clarify to their reading in order to check for understanding.  NCSCOS obj.: 3.01e; 2.01 | Explain that a legend is a story retold from one generation to another over many years. Legends also have the following characteristics:  -usually have few details to be remembered  -may be different versions of the same legend  -characters may act like real people but may also have special abilities  -the main point of the story may often be more important than details of plot setting, and character.  Selection Preview:  p. 70-74: After Mulan has fought many great battles, the Emperor offers her a reward. What might she choose?  p. 75-83: Mulan’s fellow soldiers discover that she is a woman. How will she explain her actions? What will happen when they story of her adventure spreads? | | Read p. 70-83 Aloud as a group. Since students have had an opportunity to read the story, ask anyone if they would like to volunteer to read.  Begin reading.  Fill in Inference Chart as students read.  Make sure students have the opportunity to pause while reading to monitor their understanding. | Literature Discussion Groups: Remind students that they can make judgments, or opinions, about story details and their own knowledge. Explain that there is no one correct opinion for a given situation. Have students discuss in their groups whether or not Mulan knows how to be a soldier. They need to use evidence from the story to decide how they feel. Give each group a sheet of chart paper with a pros/cons chart on it. Have them list their opinions in the correct column. |
| (L) While reading “The Ballad of Mulan” students will infer and monitor their reading in order to increase comprehension. |
| **Thurs.** | Today’s focus will be completely on Making Inferences. Remind students that when they are making inferences they have to use story clues as well as their own background and experiences. | (C) SWBAT make inferences based on a text by using prior knowledge as well as clues from story. Students will also apply the comprehension strategy monitor/clarify to their reading in order to check for understanding.  NCSCOS obj.: 3.01e; 2.01 | Read aloud the following story. Have students listen for important information about characters’ feelings: *Pete heard a loud CLAP. He looked out the window and frowned. “Rats!” he said. Mom came to the window. She looked where Pete pointed. Another CLAP sounded. A bolt of lightning flashes across the sky. “What a shame,” she said, “but we’ll go swimming another day.”*  Now draw a three column chart on the board or chart paper.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Story Clues** | + | **What I know** | = | **Inference** | |  |  |  |  |  |   Record what students remember about the characters’ feelings in the first column. Then ask students to share what they know about thunder and lightning, and write their answers in the second column. Lead students to make inferences about the story based on story clues and what they already know. | | Pass out worksheet “Making Inferences” (Teaching Master ES1-4) Have students complete worksheet based on lesson done as a whole group. | Go over worksheets to check for understanding. Remind students that when they are inferring they need to use story clues as well as what they already know.  For Homework students need to complete Practice Master ES1-4 |
| (L) While reading “The Ballad of Mulan” students will infer and monitor their reading in order to increase comprehension. |
| **Fri.** | Review “Ballad of Mulan” | (C) SWBAT make inferences based on a text by using prior knowledge as well as clues from story.  NCSCOS obj.: 3.01e; 2.01 | Assess | Assess | Assess | Go over Assessment |
| (L) Students will demonstrate their understanding of inference and comprehsnion of “The Ballad of Mulan” through an assessment. |

**This Week’s Meetings**

**Parent Conferences/Phone Calls**

**Notes from Team Meetings**