

# Grade Level Common Lesson Plans

Teachers meet with grade level colleagues twice a month to plan instruction. Grade levels use their HM pacing plans and Blueprint pacing plans as their guide during common planning. Teachers must also use assessment data when planning instruction. Though teachers create a common lesson plan, they also develop small group lesson plans for their individual classrooms.

# Whole Group Lesson Plans



		<b>Monday 9/28/09</b>	<b>Tuesday 9/29/09</b>	<b>Wednesday 9/30/09</b>	<b>Thursday 10/01/09</b>	<b>Friday 10/02/09</b>
<b>8:00-8:10</b>		Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	Morning Meeting
<b>8:10-8:20</b>		Morning Meeting- Songs, Calendar, Weather, Jobs, Numbers, Alphabet	Morning Meeting- Songs, Calendar, Weather, Jobs, Numbers, Alphabet	Morning Meeting- Songs, Calendar, Weather, Jobs, Numbers, Alphabet	Morning Meeting- Songs, Calendar, Weather, Jobs, Numbers, Alphabet	Morning Meeting- Songs, Calendar, Weather, Jobs, Numbers, Alphabet
<b>8:20-9:15</b>	Math	-Chapter 8 Unit 3 Lesson 1-4: Count & Read #1-3 -Students will practice reading #1-3 using cubes -Students will play 'I Spy' number game by going around the classroom looking for the numbers -Students will write numbers using worksheet #105-106	-Chapter 8 Unit 3 Lesson 5: Use a Graph -Students review #1-3 reading it and writing it on the board as a class -Students will be introduced to graph components: title, grids, numbers -Students will do a favorite pet graph: students graph their favorite pet using pictures	-Chapter 8 Unit 3 Lesson 5: Use a Graph -Students will review graph components by looking at yesterday's favorite pet graph -Students will do a favorite soup graph: they put their soup cutout on the graph -Students do worksheet #111-112	Chapter 8 Review and Test -Students will review Chapter 8 by practice reading numbers using 'I Spy' game -Students practice writing numbers 1-3 -Students review graph components: looking at previous class graphs -Students take test	Chapter 9 Unit 3 Lesson 1: Four -Students model the number four using pennies, cubes, and math bears -Students practice writing number 4 -Students do worksheet #117-118
<b>9:15-9:30</b>		Preview ABC's-letter matching Read Aloud	Preview ABC's-letter matching Read Aloud	Preview ABC's-letter matching Read Aloud	Preview ABC's-letter matching Read Aloud	Preview ABC's-letter matching Read Aloud
<b>9:30-9:45</b>		RECESS	RECESS	RECESS	RECESS	RECESS

<p>9:45-10:15</p>	<p>English Language Arts</p> <p>Theme 1 Wk 1 Day 4 Phonemic Awareness- Rhyming Words: Teacher will say a word and students shout out rhyming words Read Aloud: <u>Let's Play</u>: Students are asked to compare/contrast what the kids are doing and where they are Comprehension: compare/contrast Letter Focus: Nn- using flashcards and Big Book</p>	<p>English Language Arts</p> <p>Theme 1 Wk 1 Day 5 Phonemic Awareness- Rhyming Words: Teacher will say a word and students shout out rhyming words Revisit literature: Students compare and contrast stories: characters, setting, and what they are doing Letter Focus: Oo- using flashcards and Big Book</p>	<p>English Language Arts</p> <p>Theme 1 Wk 2 Day 1 Phonemic Awareness- Teacher will say a word and students identify the beginning sounds by saying the letter out loud as a class Read Aloud: <u>The Gingerbread Man</u>: Students are asked to name the characters and setting of the story and what happened in the beginning/middle/end Comprehension: noting details Oral: Naming Words— Parts of the Body Letter Focus: Pp- using flashcards and Big Book</p>	<p>English Language Arts</p> <p>Theme 1 Wk 2 Day 2 -Phonemic Awareness: Teacher will say a word and students identify the beginning sounds by saying the letter out loud as a class Read Aloud: <u>Here Are My Hands</u>: Students are asked to name the characters and setting of the story and what happened in the beginning/middle/end -Comprehension: noting details -Oral: Naming Words-Parts of the Body -Letter Focus: Qq- using flashcards and Big Book</p>	<p>English Language Arts</p> <p>Theme 1 Wk 2 Day 3 Phonemic Awareness: Teacher will say a word and students identify the beginning sounds by saying the letter out loud as a class Read Aloud Revisit: <u>Here Are My Hands</u>- Students listen to the story using the tape. Students are to identify characters/setting/events of story -Comprehension: Noting Details -Oral: Naming word-Parts of the body -Letter Focus: Rr- using flashcards and Big Book</p>
<p>10:15 - 11:25</p>	<p>-Students Practice writing the letter Nn in journals -Students color pictures that only start with O</p>	<p>-Students practice writing Oo in journals -Students color pictures that only start with O</p>	<p>-Students practice writing Pp in journals -Students color pictures that only start with P</p>	<p>-Students practice writing Qq in journals -Students use naming words by cutting out the words of the parts of the body and matching it to the picture</p>	<p>-Students practice writing Rr in journals -Students will draw their favorite part of the story: <u>Here Are My Hands</u></p>
<p>11:25 - 12:05</p>	<p>LUNCH/RECESS</p>				

12:05 - 12:35	Science/Social Studies	Relative Location -Students determine the direction of an object: near/far, left/right, behind/ in front -Students play Simon Says using relative location vocabulary	Science/Social Studies	The Five Senses -Students will be introduced to the five senses: touch, hear, smell, taste, sight -Students will feel objects representing the five senses: such as feeling sand paper, smelling flower, tasting salt, hearing music, looking at a picture	Science/Social Studies	<b>Social Studies</b> Relative Location -Students look at maps and talk about location (using vocabulary from previous day) -As a class, we will make a classroom map; students will label the classroom using	Science/Social Studies	<b>Science</b> The Five Senses -Students make a five senses book -As a class, students will do the book with the teacher step by step	Science/Social Studies	<b>Science/Social Studies-</b> Complete any activities or worksheets not completed on designated day.
12:35 - 12:55	ART / MUSIC / DRAMA	-Students make Back-to-School Night Invitation	ART / MUSIC / DRAMA	-Students color a worksheet about the parts of the body	ART / MUSIC / DRAMA	Drama -Students use puppets to act out their own story -Students will work in groups	ART / MUSIC / DRAMA	Music -Students make rhythm using the parts of their body	P.E.	-Students play Simon Says using locomotor moves: jump, hop, skip, gallop, walk, run
12:55 - 1:30	P.E.	-Students play Simon Says using locomotor moves: jump, hop, skip, gallop, walk, run	P.E.	Early Out	P.E.	-Students play relay races using locomotor moves: jump, hop, skip, gallop, walk, run	P.E.	-Students play relay races using locomotor moves: jump, hop, skip, gallop, walk, run	ART / MUSIC / DRAMA	Reading Buddies
1:30-2:30	Quiet Time		Quiet Time		Quiet Time		Quiet Time		Quiet Time	
2:30-3:00	Snack		Snack		Snack		Snack		Snack	
3:00-4:00	Intervention/Small Groups		Intervention/Small Groups		Intervention/Small Groups		Intervention/Small Groups		Intervention/Small Groups	

## Intervention/ Small Group

Standard(s):

Language Arts: R 1.11 1.18

1.6

Math: NS 1.2 SDAP 1.1

## Math

Objective- Students are to identify and represent the numbers 1 through 4. Students will identify and use graphs. Students are to identify solid/plane shapes.

Standard(s)

NS 1.1 1.0 1.2 1.3 MR 1.0 1.2 SDAP 1.1

Vocabulary

Stack, slide, roll, cube, rectangular prism, sphere, cylinder, cube, pyramid, surface, graph, one, two, three, before, after

## English Language Arts

Objective- Students are to identify the letters N, O, P, Q, R. Students are to using naming words to identify the parts of the body. Students are to use noting details to identify characters/setting/events of a story.

Standard(s)

R 1.6 1.11 1.17 2.5 1.18 1.2 2.1

2.2 2.4 LS 1.2 MMG 1.2 1.3

Vocabulary

Capital  
 Lowercase  
 Rhyme  
 Front Cover  
 Back Cover  
 Title Page  
 Author  
 Illustrator  
 Big  
 Little

## Protocols

Think/Pair/Share  
 Pick a Stick  
 Musical Shares

## Science

Objective- Students identify the five senses.

Standard(s)

IE 4a 4b

Vocabulary

Five Senses  
 Touch  
 Smell  
 Sight  
 Taste  
 Hear

## Social Studies

Objective- Students learn about the location of an object or person using a map.

Standard(s)

HSS. K.4 1

Vocabulary

Location  
 Near  
 Far  
 Left  
 Right  
 Behind  
 In front  
 Map

Math  
Week of: 9/28/09-10/02/09

Small Group #1: Parys, Marisa, Sanai, Jasmine, Amir

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	To match one-to-one.				To identify equal sets.
Procedures	-Teacher will review matching/partnering with students -Students will use cubes and math bears to match one-to-one				-Teacher will review equal sets using pictures -Teacher will use cubes and math bears to do equal sets
Assessments	-Hands-on				-Hands-on

Small Group #2: Christa, Asya, Erick, Ugo, Myles

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives		To match one-to-one.			
Procedures		-Teacher will review matching/partnering with students -Students will use cubes and math bears to match one-to-one			
Assessments		-Hands-on			

Small Group #3: Kannon, Shannon, Stephanie, Javon, Makayla

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives			To identify equal sets.		
Procedures			-Teacher will review equal sets using pictures -Teacher will use cubes and math bears to do equal sets		
Assessments			-Hands-on		

Small Group #4: Sidney, Anayah, Diego, Brandon, Lauren

	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives				To identify equal sets.	
Procedures				-Teacher will review equal sets using pictures -Teacher will use cubes and math bears to do equal sets	
Assessments				-Hands-on	

Small Group Instruction Plans – Language Arts

Teacher: Ms. Olaes

Week of: 9/28/09-10/02/09

Students in Small Group: Marisa, Ugo, Parys, Jasmine, Sanai

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	R 1.11				R 1.6
Objectives	Students identify beginning sounds of words				Students identify the capital and lowercase letters
Procedures	-Students will read the Months of the Year chart and saying the first sound of each month as a group -Students will be shown CVC words and identifying first letter and sound by saying it out loud -Students underline the first letter of the CVC words				-Students use alphabet chart and identify the letters and saying the alphabet -Students use flashcards to say the capital and lowercase out loud -Teacher will point to a letter and students say the letter out loud.
Assessments	-Oral, Informal observation, worksheet				-Oral, informal observation

Students in Small Group: Brandon, Erick, Makayla, Javon, Asya

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards		R 1.11			
Objectives		Students identify beginning sounds of words			
Procedures		-Students will read the Months of the Year chart and saying the first sound of each month as a group -Students will be shown CVC words and			



		identifying first letter and sound by saying it out loud -Students underline the first letter of the CVC words			
Assessments		-Oral, informal observation, worksheet			

Students in Small Group: Lauren, Myles, Diego, Kannon, Shannon

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards			R 1.18		
Objectives			Students identify the main events of the story		
Procedures			-Students listen to a story -Students retell the story including the characters, setting, and main events of the story		
Assessments			-Oral		

Students in Small Group: Christa, Amir, Stephanie, Sidney, Anayah

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards				R 1.18	
Objectives				Students identify the main events of the story	
Procedures				-Students listen to a story -Students retell the story including the characters,	

				setting, and main events of the story	
Assessments				-Oral	

**Today's Fresh Start Charter School**  
**School year 2009 – 2010**  
**Lesson Plan**

**Teacher:** Ms. Ardila  
**Subject:** Math-Unit 3-Ch 8

**Week:** 11/30/09 -12/4/09

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Standards:</b>	Ch. 8, Lesson 1 Key NS 2.5, 2.1 MR 2.0, 1.2, 1.0, 1.1 NS 2.0	Ch. 8, Lesson 2 Key NS 2.5, 2.1 MR 1.2, 2.1 NS 2.0	Ch. 8, Lesson 3 Key NS 2.2, 2.1 MR 2.0, 2.1, 3.0 NS 2.0	Ch. 8, Lesson 4 Ch. 8, Lesson 5 Key NS 2.1, 2.5 NS 2.0 MR 2.0, 2.2 AF 1.0	Test
<b>Objectives:</b>	Use a pattern such as counting back 1, 2, or 3 to find differences through 10.	Subtract 1, 2, or 3 using a number line.	Relate subtraction and addition as inverse operations.	- Use subtraction to compare two quantities. - Write and solve problems using subtraction sentences.	Test
<b>Materials:</b>	Per student: - base-ten blocks - 1-2 number cubes (class) - connecting cubes (optional) For Teacher: - <i>Ten Flashing Fireflies</i> by Philemon Sturges	Per student: - Cubes For Teacher: - Learning tool number 8 - Counters	Per student: - Crayons - Cubes For Teacher: - Number cards 5-6 (learning tool 9)	Per student: - Cubes - Number cube For Teacher: - Vocabulary cards - Number cards	Test

<p><b>Procedures</b></p>	<p>1. Read: <i>Ten Flashing Fireflies</i> 2. Prior knowledge: Use number cubes to review counting back. Pair students up and have 1 person roll &amp; other student count back from the given number. 3. Complete guided practice on page 141. 4. Complete independent practice on page 142.</p>	<p>1. Do circle time: Front page as guided practice, students complete back as review. 2. Prior knowledge: Review how to add on a number line. Have some addition problems written on board &amp; have students solve using a number line. 3. Complete guided practice on page 143 as a class. 4. Complete independent practice on page 144.</p>	<p>1. Do circle time: Front page as guided practice, students complete back as review. 2. Prior knowledge: Review part – part – whole. Have students use yellow &amp; orange crayons to identify part &amp; whole. 3. Complete guided practice on page 145 as a class. 4. Complete independent practice on page 146.</p>	<p><b>Lesson 4:</b> 1. Prior knowledge: Draw pictures to show numbers &amp; compare. Ask: Which row has <b>more</b>? Which row has <b>fewer</b>? Review vocabulary word: <b>difference</b>. 2. Complete guided practice on page 147. 4. Complete independent practice on page 148.  <b>Lesson 5:</b> - complete guided practice on page 151 and 152.</p>	<p>1. Do circle time: Front page as guided practice, students complete back as review.  2. Test</p>
<p><b>Protocols</b></p>	<p>Raise a righteous hand.</p>	<p>Pick a Stick</p>	<p>Raise a righteous hand.</p>	<p>Pick a Stick</p>	<p>Test</p>
<p><b>Evaluation:</b></p>	<p>Informal observation during discussion.</p>	<p>Informal observation during discussion.</p>	<p>Informal observation during discussion.</p>	<p>Informal observation during discussion.</p>	<p>Test</p>
<p><b>Vocabulary:</b></p>	<p>count back</p>	<p>number line</p>	<p>opposite</p>	<p>difference, minus sign, equal sign</p>	<p>Test</p>

Lesson Plans June 1- June 4

Grade: 2		Name: Miss Ames		
Date	Date June 1	Date June 2	Date June 3	Date June 4
<b>Student Activities</b>	<b>Student Activities</b>	<b>Student Activities</b>	<b>Student Activities</b>	<b>Student Activities</b>
Science	Writing SW meet w/ teacher and write final draft of career paragraph	Writing SW read two or three classmates paragraphs and write one thing they like and one thing they think is interesting.	Writing SW make a writing goal for their next writing assignment. SW brainstorm writing topics	Writing SW choose one topic to brainstorm.
Reading	Science Clouds pt1: SW know what a cloud is, how they are formed, and the types of clouds.	Science Clouds pt 2: review cloud forms, class creation of clouds.	Science Plants: Parts of a plant: SW know parts, label them on a diagram.	Science Plants: SW explain what plants need to live and add information to their plant diagram.
Social Studies	Reading Spelling pre-test High Frequency words and Vocabulary for Thunder Cake	Reading Review High Frequency words and Vocab for Thunder Cake. SW read story and fill in comprehension chart.	Reading SW re-read story and complete comprehension page.	Reading SW re-read story and write personal journal response to story.
Math	Social Studies SW know how money becomes money.	Social Studies SW tell what a law is and how it helps society run smoothly.	Social Studies SW make up own laws to run their own city.	Social Studies SW know what the stars, stripes and colors of the flag mean – read about the flag and its meaning – flag art.
	Math Making change review Game w/ making change	Math Graphing review Graphing challenge	Math Measurement Game	Math SW recall elapsed time and play elapsed time game with partner.



Days	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Math: Subtract Integers on a Number Line	Subtract Integers on a Number Line	Add and Subtract Integers	Use a Number Line	Friday Testing
Standards	NS2.1-Add, subtract, multiply and divide with decimals, add with integers, subtract positive integers from negative integers, and verify reasonableness of results.	NS1.5- Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers NS2.1	NS2.1	NS1.5	
Objectives	To use counters to model subtraction of integers. To use a number line to subtract integers.	To review and use a number line to subtract integers	To use rules for adding and subtracting integers	To use a number line to solve problems	
Materials	Worksheet, overhead, workbook	Worksheet, overhead, workbook	Worksheet, overhead, workbook	Worksheet, overhead, workbook	
Protocols	team pair share	team pair share	Shout it out, team pair share	team pair share	
Procedures	Problem of the Day. Model using counters to subtract. Practice with/out partner pg563. Model using number line to subtract integers. Guided practice pg 551. Practice and problem solving pg566. Review and test.	Problem of the Day. Model subtracting integers on a number line (-5- 2). Guided practice. Practice and problem solving pg552. Ss complete Measure Up worksheet pg148-149. Collect work and check.	Problem of the Day. Together read and use rules to predict whether answers will be positive or negative. Guided practice. Practice and problem solving pg569-570. Measure Up pg142-143. Spiral review and test practice.	Problem of the Day. In groups present different problems for groups to solve. Use dice for group members to explain the process of arriving at the answer using a number line pg573. Measure Up pg148-153. Spiral review and test practice pg576.	

<b>Evaluation</b>	Observation, workbook	Observation, workbook	Observation, workbook	Observation, workbook	
<b>Vocabulary</b>	Negative integer, positive integer, opposites, inverse		Absolute value		

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Science: Earth's Atmosphere	Respiration/Digestion/Circulation	Ecosystem	Respiration/Photosynthesis	Friday Testing
Standards	ES4a, b, c, d, e	LS2a, b, c, d	4LS2a, b	LS2f, g	
Objectives	To review air movement and severe weather	To review respiration, digestion, and circulatory system	To review and identify food chain, prey and predators	To review respiration and photosynthesis	
Materials	Measure Up worksheet	Measure Up worksheet	Measure Up worksheet	Measure Up worksheet	
Protocols	Shout it out, charade, team pair share	Shout it out, charade, team pair share	Shout it out, charade, team pair share	Shout it out, charade, team pair share	
Procedures	Quiz. Check work together. Play charade. In groups have ss answer questions. Have competition with teams. Measure Up pg176-180 and 197-200.	Quiz. Check work together. Play charade. In groups have ss answer questions. Have competition with teams. Measure Up pg194-195.	Quiz. Check work together. Play charade. In groups have ss answer questions. Have competition with teams. Measure Up pg213-222 and Buckle Down pg 166-170.	Quiz. Check work together. Play charade. In groups have ss answer questions. Have competition with teams. Measure Up pg185-187 and 192-193.	
Evaluation	observation	observation	observation	observation	
Vocabulary	Convection current, weather, cyclone, tornado	Esophagus, stomach, kidney, lung, trachea, artery, vein	Omnivore, herbivore, carnivore, prey	Xylem, phloem, photosynthesis,	

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Language Arts				
Standards	R1.3	R1.1	R2.5	R1.1	LC1.7
Objectives	Building Background	Building vocabulary and comprehension	Making judgments	Learning about our solar system	Spell grade level words
Materials	Anthology	Anthology dictionary	Practice book	Book worksheet	Fry word list thesaurus Paint samples
Protocols	Choral read	independent	independent	independent	Pair share
Procedures	Students read "A Bad Day." Pg 82 Talk about bad moods, what makes a bad day. Write in journal about a something that spoiled their day.	Go over key vocabulary. Read "Carousel". Write down words in their word Journal that they don't know. Look up the meaning and write it in their journal. Write down Q's and have a partner answer.	Keep track on a chart of how Alex behaves in the story. Fill out the chart on pg. 113-116. Students discuss their opinions.  Draw a carousel animal, color and decorate.	Teacher reads Solar System  Model how day turns into night using a light and globe. Students draw a picture about what happens at night/day	Students test each other on the first 300 words from the Fry word list. Write down the words they miss in their journal. Study the spelling word missed. Use words, thesaurus, and paint samples to write synonyms. Find 3 words that mean the same but are different. Words should increase in difficulty.
Evaluation	observation	Students work	rubric	Writing rubric	Student's work
Vocabulary	Building background	Vocabulary	Opinion Making judgments actions	Solar system	Sight words synonyms

Maria E. Caquilala  
Third Grade-Vernon Site

Third Grade Lesson Plan  
April 5-9, 2010

April 5, 2010	April 6, 2010	April 7, 2010	April 8, 2010	April 9, 2010
<p><b>8:00- 8:10 Character Dev., Civics, Oral Lang. Dev.</b>  <b>8:10- 9:15 Math</b>  <b>8:10- 8:25 Warm Up - Review Test Released items</b>  <b>8:25- 8:35 Daily Routines</b>  <b>8:35- 9:15 Direct Instruction</b>            I.NS 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole number multipliers and divisors.            Objective : Solve problems involving addition with money.            II.Lesson: Add Money Amounts            Materials: Per student – play money (dollar bills, dimes, pennies)            III. Procedure            Warm Up – Have students solve a word problem. Ask them whether they need to regroup the ones in this problem.            -Learn with Manipulatives – Use page 388 to teach the lesson. Explain why the decimal points have to be lined up when adding money amounts.            -Remind students to write their regrouped numbers clearly so that they will find the correct answer.            -Practice – Guided Practice –Exercises 1-4. Independent Practice Ex. 5-11.            IV. Assessment – Lesson Quiz            Homework 18.2  <b>9:15- 9:30 Recess</b>  <b>9:30-10:05 Language Arts Phonics/Decoding/Reading</b>            I.R.1.1. Use word families</p>	<p><b>8:00- 8:10 Character Dev., Civics, Oral Lang. Dev.</b>  <b>8:10- 9:00,9:15-9:45 Math</b>  <b>8:10- 8: 25 Warm Up - Review Test Released items</b>  <b>8:25- 8:35 Daily Routines</b>  <b>8:35- 9:15 Direct Instruction</b>            I.NS 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole number multipliers and divisors.            MR 3.2 Note the method of devising the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.            Objective: Solve problems involving subtraction with money.            II. Lesson: Subtract Money Amounts            Materials: Play money            Vocabulary: Review these words with the students: addend, sum, difference            III. Procedure            Warm Up – Show a problem. Have students share strategies for calculating the answer to the problem.            Learn by Example – Use page 390 to teach the lesson. Show 2 examples of word problems. Have students follow the steps to solve each problem.            -Guided Practice –Answer exercises 1-3. Have students use the Ask Yourself questions to help them</p>	<p><b>8:00- 8:10 Character Dev., Civics, Oral Lang. Dev.</b>  <b>8:10- 9:15 Math</b>  <b>8:10- 8: 25 Warm Up- Review Released Test items</b>  <b>8:25- 8:35 Daily Routines</b>  <b>8:35- 9:15 Direct Instruction</b>            I. AF2.1 Solve simple problems involving a functional relationship between two quantities            AF2.0 Represent simple fractional relationships.            Objective: Represent money relationships in a function table.            II. Lesson: Function Tables and Money            Materials: classroom objects – books, pencils            Vocabulary: Explain that a <u>function</u> shows a relationship between two numbers.            III. Procedure            Warm Up- Use a collection of pencils and books to model a function table. Ask student volunteers to add 2 pencils for every book. Have them place the book and 2 pencils in a row. Repeat 4 times.            Learn by Example – Use page 394 to teach the lesson. Review the definitions of function, function table and function rule with students. Then read the opening problem as a class. What does the column labeled <b>input</b> show? What does the column labeled <b>Output</b> show? How</p>	<p><b>8:00- 8:10 Character Dev., Civics, Oral Lang. Dev.</b>  <b>8:10- 9:15 Math</b>  <b>8:10- 8: 25 Warm Up- Review Released Test items</b>  <b>8:25- 8:35 Daily Routines</b>  <b>8:35- 9:15 Direct Instruction</b>            I. NS2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers.            MR1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.            Objective: Use basic facts and patterns to multiply.            II. Lesson: Multiply with Multiples of 10, 100 or 1,000            III. Procedure:            Warm Up- Display a multiplication table. Point to 15 and have students recite the fact <math>3 \times 5 = 15</math>.            -What will 10 groups of 15 be?            Repeat with other basic facts, asking for 100 groups and other 1,000 groups.            Learn by Example – Use page 414 to teach the lesson.            -What basic fact is used in this pattern?            -What is the pattern of zeros?            Practice – Guided Practice – Ex. 1-3. Encourage students to use the Ask Yourself Questions as they complete the exercises.</p>	<p><b>8:00- 8:10 Character Dev., Civics, Oral Lang. Dev.</b>  <b>8:10- 8:20 Review/Reminders</b>  <b>8:20- 11:20 Math and Language</b>            Arts Friday Assessment            Math Friday Test            I. Follow the direction and identify the correct answer in an item.            II. Friday Assessment, Assessment Packet            III. A. Review of the week's lesson            B. Distribution of test materials/packet            C. Listening to and reading of directions.            D. Test Proper            IV. Checking and recording of results.            V. Going over of test items and answers             Reading/Language Arts Friday Test            I. Follow the direction and identify the correct answer in an item.            II. Friday Assessment, Assessment Packet            III. A. Review of the week's lesson            B. Distribution of test materials/packet            C. Listening to and reading of directions.            D. Test Proper            IV. Checking and recording of results.            V. Going over of test items and answers</p>



<p>R 1.2 Decode multisyllabic words. Lesson Objective: Decode words with multiple syllables. II. Phonics: Added Endings Materials: pictures, spelling/sound cards Protocol: think-pair-share, moment of silence III. Spelling Pretest Use the Day 5 sentences. Say each underlined word, read the sentence, and then repeat the word. Have students write only the underlined word. B. Teach List word equations on the board: care + d, grin + ning, baby + ies. Students say inflected words, then work with example and explaining principles. Add remaining Basic Words to the board. Explain how base words changed when endings were added. Assign Practice Book page 181 Students will use the Take-Home Word List page 181 to study the words missed on the Pretest. <b>10:05-11:00 ELA</b> R2.3 Identify answers in a text. R2.6 Extract important information. II. <u>Seal Surfer</u> Segment 1 pp. 46-55 Materials: pictures, transparency, graphic organizer, chart Protocol: call and response, think-pair-share III. Procedure : -Match and mix game - Preview the text asking students what they expect will happen in the story. . -Students turn to the selection "Seal Surfer". They will look at photos and think what the author will teach in this selection. -Reading of Segment 1 using summarize strategy and compare and</p>	<p>focus on regrouping. Guided Problem Solving – Do Ex. 4. See that students understand the question. Reinforce the basic idea that the problem is asking students to subtract. Independent Practice – Ex. 5-17 Challenge – Ex. 18-19 IV. Assessment – Lesson Quiz Homework – 18.3 <b>9:00 – 9:15 Recess</b> <b>9:45-10:00 ; 10:40-11:00</b> <b>Language Arts:</b> Phonics/Decoding/Reading Spelling I. R3.5 Recognize sounds and patterns. LC1.8 Spell words correctly R 1.2 Decode multisyllabic words R1.7 Use a dictionary. R1.5 Levels of word specificity. II. Reviewing the Spelling Principle: Added Endings, and Changing Final y to i; More Multiple-meaning Words Strategy: White Boards Practice/Homework-Review the spelling principle. -Write sentences on the board with words having endings. -Write words on the Discussion board with multiple meanings on and its use in the sentence. -Practice page 28 , 29 and 32. IV. Homework: Write the spelling words in ABC order. <b>10:00-10:40 Lunch Recess</b> <b>11:00-12:00 Language Arts: Reading</b> I. R2.6 Extract important information . R2.4 Make and modify predictions. II. Anthology: <u>Seal Surfer</u></p>	<p>do you determine the <b>function rule</b>? Practice – Guided Practice- Ex. 1-6 Practice and Problem Solving – Ex. 7-15. IV. Assessment – Lesson Quiz Homework – 18.4 <b>9:15-9:30 Recess</b> <b>9:30-10:05 Language Arts Phonics/Decoding/Reading/ Spelling</b> I. WC1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. II. Rules on Capitalization Materials: word cards, sentence strips, chart, transparency Protocol: Think-pair-share, Give a Shout Out III. Procedure: A. Word Hunt – Students look for words that are in capital letters from the story <u>Seal Surfer</u>. They list down the words in their notebooks. B. Discuss the rules on capitalization. Give examples. C. Answer activity sheets. IV. Assessment – Answer 10 item quiz. <b>10:05-11:00 ELA</b> <b>I. W 1.2</b> Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. Objective: Identify the parts of speech in a dictionary entry. -Use context and the part of speech to find the correct dictionary definition of a word. II. Vocabulary: The Parts of Speech in a dictionary Materials: textbook, chart, III. Procedure -Define Parts of speech. Tell</p>	<p>Practice and Problem Solving – Assign Ex. 4-13 to differentiate. IV. Assessment – Lesson Quiz Homework – 19.2 <b>9:15- 9:30 Recess</b> <b>9:30-10:05 Language Arts: Phonics/Decoding/Reading</b> I. .R1.2 Decode multisyllabic words. R3.5 Recognize words and patterns. LC 1.8 Spell words correctly. R2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game). II. Game: Wave-Riding with the Seal Materials: colored paper, letter cards/tiles, markers Protocol; Think-pair-share, Game III. Review: Principle on Word Patterns -Students work in groups of three: two players and a caller. -Playing game following directions. IV Answer PB page 31 <b>10:05-11:00 ELA I</b> I. R 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to use information in the text. II. Classifying Books /Titles to Find Information Materials: Reading textbook, other reference books III. Procedure -Have students look at table of contents in their Reading books. They look at the list of selections and how they are classified. -Have them identify the different parts of a book: title, table of contents, chapter headings, glossary and index. They differentiate each part by giving the function of each. IV. Assessment – Answer activity</p>	<p>Spelling Post-test 12:05- 12:45- Lunch 12:45- 1:05 - Journal Writing  1:05- 1:30- Science/Social Science Friday Test I. Follow the direction and identify the correct answer in an item. II. Friday Assessment, Assessment Packet III. A. Review of the week's lesson B. Distribution of test materials/packet C. Listening to and reading of directions. D. Test Proper IV. Checking and recording of results. V. Going over of test items and answers 2:05- 2:30: Going over the Friday Assessment Result  2:30- 4:00-Film Viewing  I. Identify the main characters and setting in a movie. -Sequence events in a story. II. Movie about Animal Habitats  III. A. Rules on watching movie. B. Overview C. Playing the tape. D. Sharing about the movie.  IV. Write 2-3 paragraphs about the movie following sequence of events</p>
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<p>contrast skill. -Guided Practice: Students practice and record details they learn from the selection using a graphic organizer. . They fill out the graphic organizer and share their answers to the class. IV. Assessment: Answer Worksheet page 24. <b>11:00-11:40 Lunch Recess</b> <b>12:35-1:35- Language Arts/Grammar</b> LC 1.3 Use verb tenses properly. LC 1.4 Use subjects and verbs correctly. Objectives: Students identify helping verbs and use the correct forms of helping verbs. II. Grammar Skills: Helping Verbs Materials: word cards, picture, sentence strips Protocol: mix and match, think-pair-share III.Procedure: Display transparency 4-12 -Going over definition and rules on be verbs. -Looking at the Anthology and find examples of be verbs. -Correct Daily Language Practice. IV. Assessment:Answer Worksheet <b>1:35- 2:30 Social Studies</b> -Explain how physical geography influence the Navajo. -Describe the importance of nature in Navajo religion and culture. II. The Navajo and How They Adapted To Desert Life III. Discuss A. Living in the Desert B. Navajo Today IV. Write about Navajo <b>2:30- 3:15 Science/Reading Link</b> I.S3.b Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands,</p>	<p>Materials: textbook, chart, graphic organizer III. Procedure: -Have students summarize the story so far and predict what may lie ahead for the young seal, Ben and Grandad. -Reading of Segment 2 pp. 56-63 -Using read and pause strategy to check comprehension. -Students compare their predictions before and after reading. -Group sharing and discussion activity. IV. Answer Practice Book pages 25-27 <b>12:00-1:15 Grammar and Writing</b> I. LC 1.3 Use verb tenses properly. LC 1.4 Use subjects and verbs correctly. II. Grammar Skills: Helping Verbs Materials: chart, sentence strips, words cards Protocol: Mix and Match, think-pair-share III. Procedure: Review on physical action.and mental actions. -Have students correct the Day 2 Daily Language Practice sentences. -Discuss/analyze each sentence and the errors. -Write a journal entry about the anthology using helping verbs. -Group checking IV. Answer Verb worksheet on pages 33  <b>1:15 Early Dismissal</b>  <b>1:30 – 4:00 Staff Professional Development</b>  <b>Inglewood Site</b></p>	<p>students that the way of a word is used in a sentence determines its parts of speech, or the grammatical class to which it belongs. -Review the features of a dictionary entry. -Model using a part of speech to choose a definition. -Help students practice using parts of speech. Have partners or small groups identify the appropriate meaning of bobbing and paddle. Ask them to write sentences that convey other meaning of the word. IV -Assessment:Practice Book pages 12. <b>11:00-11:40 Lunch Recess</b> <b>11:40-12:10 Independent Reading</b> <b>12:10-1:35 Grammar and Writing</b> I. LC 1.3 Use verb tenses properly. LC 1.4 Use subjects and verbs correctly. II. Grammar Skills: Helping Verbs Materials: chart, sentence strips, words cards Protocol: Mix and Match, think-pair-share III. Review: Linking Verbs -Display Transparency and have students read the verbs. -Have students work in groups on writing sentences using has and haveusing both singular and plural nouns as well as the pronouns he, she. It you and we. -Sharing personal responses to the activity. -Each group posts finished activity cards on bulletin boards. IV. Answer Worksheet page 34 <b>1:35 – 2:30 Science</b> I. Skill: How to use the SQRR plan II. Big Apple Birding Materials: Reading textbook</p>	<p>sheet. <b>11:40-12:35 Language Arts: Reading</b> Bell work in Reading/Language Arts <b>11:00-11:40 Lunch Recess</b> <b>12:35-1:35-Language Arts/ Grammar</b> LC 1.4 Use subjects and verbs correctly. Objectives: Identify verbs. Materials: word cards, sentence strips, chart III. Procedure: Review: Punctuation and Capitalization -Daily Language Practice sentences -Verb Game -Identifying verbs in sets of sentences -Group activity: Students work in pairs to write down verbs and use them in sentences. They take turn in checking their sentences. -Assessment: Answer Grammar Worksheet <b>1:35 - 2:30 ; Social Studies/ 2:30-3:15 Science</b> I.HSS3.1 Use maps to organize information I.S3.b Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. II. Constructing a Travel Brochure on Animal Habitats Materials:construction paper, crayon, watercolor, marker III. Procedure: -Showing students a real travel brochure. -Distribute materials to students. -Students create their own travel brochure for travelers who might visit an island. -Students illustrate using maps and</p>	
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<p>and wetlands.</p> <p>II. Animal Habitats: Reading/Science Link</p> <p>Materials: picture, magazine</p> <p>III. Procedure: Game:Classifying /categorizing words</p> <p>-Introduce the word habitat. Students use animal pictures and tell the habitats of animals and how they live and grow in their habitats.</p> <p>IV. Assessment: Students construct collage of animals in their different habitats.</p> <p><b>3:15- 4:00 Homework/Dismissal</b></p>		<p>III. Procedure</p> <p>Introduce "Big Apple Birding", a non-fiction article.</p> <p>Discuss the Skill lesson on anthology page 36. Tell students that an SQRR plan can help them to get the most out of a non fiction article.</p> <p>Model how to survey the article. Then model how to survey the article.</p> <p>Explain to students how to use the SQRR chart.</p> <p>IV. Assessment: They fill out the SQRR chart.</p> <p><b>2:30-3:15</b> Review test -taking strategies.</p> <p><b>3:15-4:00</b> Homework/Dismissal</p>	<p>pictures then describe the scenery and animals of the island.</p> <p>Assessment: Group presentation of constructed art pieces.</p> <p><b>3:15- 4:00 Homework/Dismissal</b></p>	
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Mrs. Hutchinson & Ms. Betcke

Daily Lesson Plan  
Monday, March 1<sup>st</sup>

Math

8:00-8:20 Morning Assembly/ Math Warm Up- Buckle Down - Lesson 1 packet

8:20-9:10 Direct Instruction- Ch. 25 L.4 Standards: MG 3.7, MG 3.0  
Lesson Objective: Name and classify triangles  
Protocol: Corners, Pick-a-stick Assessment:  
Procedures: Define and offer examples from pg. 566-567. Use overhead protractor while students use original protractors. Application → Daily Routines pg. 25 #s 1-10

9:10-9:35 F.A.S.T. - Guided Practice, Standard: MG 3.1  
- Daily Routines.  
Practice Test Release Questions

Small Groups Instruction: Group 1

Group 2

Standards:	AF 1.5	AF 1.5
Objectives:	Solve for x when given y in an equation	Use an equation to fill out a function table, solve for y when x is given.
Procedures:	- PEMDAS - Ch. 9, Lesson 3 - Show work.	- give equations from F.A. - guided practice
Assessments:	- #s 1, 2, 3, 4	- Correctly solve for

Y given x = 2, 3, 4, 5, and

Independent Activity:

Factor Trees for #s 36, 24, 12 and 42

9:40-9:55 RECESS

9:55-10:10 Language Arts Warm Up- Daily Language Review

10:10-10:25 Teacher Read Aloud-

10:25-10:45 F.A.S.T. Measuring Up- Lesson 15 Standard: RC2.7

10:45-11:20 Shared Reading using Houghton Mifflin-

Direct Instruction-

Lesson Objective:

Protocol:

Procedures:

Theme Skills Test 3 Review

Standards:

Assessment: Heat Wave

Selection Test  
Spelling Test

Tuesday Lesson Plan  
March 2nd

Math

8:00-8:20 Morning Assembly/ Math Warm Up- Buckle Down

8:20-9:20 Direct Instruction- Ch. 25 L.5 Standards: MG 3.2, MG 3.5  
Lesson Objective: Identify parts of a circle and rotation  
Protocol: My turn, your turn Assessment:  
Procedures:

- Warm up example pg 568 - Informal observation
- In pairs, copy definitions from glossary. - Kinesthetic - students turn specific degree on teachers command

9:20-9:35 RECESS - Draw circles, measure diameter & radius.

9:35-10:00 F.A.S.T - Hands on, show turns: 90°, 180°, 270°, 360°  
Standard: MG. 3.1  
Practice Test Release Questions

10:00 -10:45 Shared Reading using Houghton Mifflin-  
Direct Instruction- Reading Standards: RC 2.7  
Lesson Objective: Across America Assessment:  
Protocol: Dr. Seuss Activities  
Procedures:

Following Tradition - practice book pages 352-353  
from Salmon Summer

10:45-11:25 LUNCH

11:25-11:45 Silent Reading/ Reading Log

11:45-12:15 F.A.S.T. Measuring Up Standard: WC1.7  
Lesson # 24

12:15-1:00 Teacher Read Aloud/ Guided Reading Groups

Guided Reading Groups

Group 1 GELDT

Group 2 Middle Reading Group

Independent Activity: Daily Language Review



Daily Lesson Plan  
Wed. March 3rd

Math  
8:00-8:20 Morning Assembly/ Math Warm Up- **Buckle Down**

8:20-9:10 Direct Instruction- **Concentration** Standards: MG. 3.0, MG. 3.1  
Lesson Objective: **Match Geometric Game**  
Protocol: **Pictures with their** Assessment:  
Procedures: **My turn, your turn** games. n/a  
- whole group - go over game rules

9:10-9:35 F.A.S.T. **pg. 571** Make your own Quiz → students write a 5 Question Quiz for ch. 25  
Standard:  
- Chalk Drawings outside MG. 3.5, MG. 3.1  
- groups of 4 have to draw and label

Small Groups Instruction: Group 1 Group 2 lines, triangles, and Polyg

Standards:	MG 2.1	MG. 2.1	and Polyg
Objectives:	- go over plotting equations	points created from (x,y)	
Procedures:	- Go over F.A. #'s 4, 5, 6, 7, 8, and 9, 10 - students name & record each ordered pair. - determine equations based on x,y relationship		
Assessments:	- correctly identify the correct answers for these problems.		

Independent Activity: **Buckle Down Lesson 7 pg. 96**

9:40-9:55 RECESS

9:55-10:10 Language Arts Warm Up- **Daily Language Review**

10:10-10:25 Teacher Read Aloud-

10:25-10:45 F.A.S.T. **Released Test pg 28-29** Standard: **RC 2.7**

10:45-11:20 Shared Reading using Houghton Mifflin-  
Direct Instruction- Standards:  
Lesson Objective: **Theme Skills** Assessment:  
Protocol: **Test 3**  
Procedures:

Daily Lesson Plan  
Thursday, March 4<sup>th</sup>

Math  
8:00-8:20 Morning Assembly/ Math Warm Up- **Buckle Down**

8:20-9:10 Direct Instruction- **Ch. 25 L. 6** Standards: **MP 1.0, MG 3.7,**  
Lesson Objective: Use skills and strategies to **MG 3.8**  
Protocol: **Roll Em, Train.** Assessment:  
Procedures: **Solve word Problems**

- Students go to 4 corners of room to solve #'s 1- on pg. 572, rotate, discuss strategies used - share answers  
- Problem solving on Tests <sup>573</sup> **Ch. 25 Test** pgs 575-576  
F.A.S.T. Standard.

9:10-9:35 **Measuring Up - Lesson 47** **MG 3.5, MG 3.1**

Small Groups Instruction: **Group 1**

**Group 2**

Standards:	<b>MG 3.1</b>	<b>MG 3.5</b>
Objectives:	Identify lines that are $\parallel$ & $\perp$ in the class	- students can distinguish b/w acute, obtuse, right angles and - rotation turns
Procedures:	- Go over definitions from book - show examples - students scope room for practical examples	- use protractor to measure example triangles - use hand signals for reminders. $\rightarrow$ stand and do rotational turns.
Assessments:	#s 1-3 - Lesson Quiz	#s 2-5 Lesson Quiz

Independent Activity:

9:40-9:55 RECESS

9:55-10:10 Language Arts Warm Up- **Daily Language Review**

10:10-10:25 Teacher Read Aloud-

10:25-10:45 F.A.S.T. **Test Released Questions** Standard: **W.1.7**  
54, 72, 86, 88

10:45-11:20 Shared Reading using Houghton Mifflin-

Direct Instruction-

Lesson Objective:

Protocol:

Procedures:

**Theme Skills**  
**Test 3**

Standards:

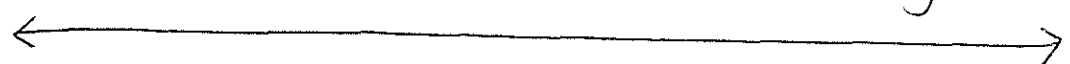
Assessment:

# Language Arts Friday Assessment Standards RC2.7 Mathematics MG 3.1, MG 3.5 WC 1.7

Daily Lesson Plan  
Friday, March 5<sup>th</sup>

Math  
8:00-8:20 Morning Assembly/ Math Warm Up-

8:20-9:10 Direct Instruction- Standards:  
Lesson Objective: After F.A., Assessment:  
Protocol: Go over Ch. 25 Test to grade  
Procedures:



9:10-9:35 F.A.S.T. Standard:

Small Groups Instruction: Group 1		Group 2
Standards:	MG 3.7	MG 3.7
Objectives:	Identify and name triangles based on their angle and side measurement.	
Procedures:	- Using graph paper and protractors, students will draw examples of scalene, isosceles & equilateral triangles.	
Assessments:	- Turn in drawings and label angle measurements.	

Independent Activity:

9:40-9:55 RECESS

9:55-10:10 Language Arts Warm Up-  
10:10-10:25 Teacher Read Aloud- "Knock Out - Spelling Game"

10:25-10:45 F.A.S.T. Standard:

10:45-11:20 Shared Reading using Houghton Mifflin-  
Direct Instruction- Standards:  
Lesson Objective: Assessment:  
Protocol: Go over Unit 3 Test as  
Procedures: a class → especially reading comprehension.

G. Guerrero

5<sup>th</sup> Grade

4/12-16/2010

Days	Monday April 12	Tuesday April 13	Wednesday April 14	Thursday April 15	Friday April 16
Subject	Language Arts	Language Arts	Language Arts	Language Arts	
Standards	<p><b>5WC1.1</b> Identify and correctly use prepositional phrases, transitions and conjunctions to connect ideas.</p> <p><b>5WC1.0</b> Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p><b>5WC1.2</b> Identify and correctly use verbs that are often misused, modifiers, and pronouns</p>	<p><b>5RC 2.1</b> Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable</p> <p><b>5RC2.4</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p>	<p><b>5RC 2.1</b> Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable</p> <p><b>5RC2.4</b> Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p>	<p><b>5WC 1.5</b> Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly</p>	<p><b>NO SCHOOL</b></p>
Objectives	<p>Students will draw inferences and conclusions using textual evidence. Students will review parts of speech and important vocabulary.</p>	<p>Students will learn how to justify their answers by referring to the story and context clues. Students will practice creating their own 'perfect' paragraph with topic sentence, supporting sentences, and a conclusion sentence.</p>	<p>Students will learn how to justify their answers by referring to the story and context clues. Students will review grammar and parts of speech. Students will practice parts of speech and justifying answers through group activity.</p>	<p>Students will take a spelling test on the weekly vocabulary words. The spelling test is worth 30 points.</p>	<p><b>NO SCHOOL</b></p>
Materials	<p>Writing Utensils Lined Paper Transparencies Worksheet</p>	<p>Lined Paper Writing Utensils <u>The Fox and the Mole</u> story Worksheet</p>	<p>Writing Utensils Lined Paper Transparencies <u>Gabe's Experiment</u> excerpt Worksheet</p>	<p>Writing Utensils Lined Paper</p>	<p><b>NO SCHOOL</b></p>
Protocols	<p>Individual Work Guided Practice Random Pick Volunteers to Share</p>	<p>Individual Work Guided Practice Random Pick Volunteers to Share</p>	<p>Individual Work Guided Practice Random Pick Collaborative Work</p>	<p>Individual Work</p>	<p><b>NO SCHOOL</b></p>

<p><b>Procedures</b></p>	<p>Ask ss to identify parts of speech and incorrect punctuation in a paragraph on the transparency. Ss share responses with class. Teach a lesson on paragraph writing, topic sentence, supporting sentences, and conclusion sentence. Ss go over the paragraph on transparency for understanding. Ss practice this skill on their own with a specific given topic. Ss complete <u>Measuring Up</u> worksheet (p68-72) that focuses on understanding text features. The ss take turns reading aloud. Teacher interrupts and asks questions to ensure comprehension. Ss answer questions on p71 in complete sentences and justify answers on p72 on a separate piece of paper (to be stapled to worksheets at the end). Teacher guides the ss for the first part and they will complete the rest on their own</p>	<p>Ss read <u>The Fox and the Mole</u> (test release questions p31-33). Beforehand, ss will circle unfamiliar words and derive meaning from context clues. This is done as a guided practice with teacher assisting ss and everyone discussing the discovered definitions. Ss will take turns reading aloud and answer questions that follow. All questions will be justified on a separate piece of paper. Students will practice creating their own paragraphs and build from yesterday's lesson.</p>	<p>Ss will read <u>Gabe's Experiment</u> (test release questions p34-37). Beforehand, ss will circle unfamiliar words and derive meaning from context clues. This is done as a guided practice with me assisting ss and everyone discussing the discovered definitions. Ss will take turns reading aloud and answer questions that follow. All questions will be justified on a separate piece of paper. Ss will complete <u>Measuring Up</u> worksheet (p64-67) that focuses on understanding text features. Teacher will guide the students for the first part and they will complete the rest on their own.</p>	<p>Teacher will give an oral spelling test to the ss. Ss will read <u>Abuelita Sees the Ocean</u> (test release questions p38-39). Ss will complete <u>Buckle Down</u> worksheet (p62-64). Afterwards, ss will silently read their reading books.</p>	<p><b>NO SCHOOL</b></p>
<p><b>Evaluation</b></p>	<p>I will evaluate by checking students work informally. I will observe students while working and assess their responses to my questions I will grade worksheet.</p>	<p>I will evaluate by checking students work informally. I will observe students while working and assess their responses to my questions. I will grade each paragraph.</p>	<p>I will evaluate by checking students work informally. I will grade the worksheet for correctness.</p>	<p>I will give a formal assessment and grade the spelling test.</p>	<p><b>NO SCHOOL</b></p>

Vocabulary	Noun, pronoun, verb, conjunction, adverb, interjection, adjective, preposition, topic sentence, supporting sentence, and conclusion sentence.	Gaily, astonishment, inquired, securely, coils, commanded, awe, assured, remarks, taunt	Conducting, peering, slightly, stalling, accomplishment, discovery, exchanged	All 30 weekly vocabulary words.	<b>NO SCHOOL</b>
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*Small Group*

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Language Arts</u> SS work on justifying answers to comprehension</p> <p><u>Math</u> SS choose a comfortable way to work equivalent of a fraction in percent.</p>	<p>SS work on justifying answers to comprehension.</p> <p>SS change numbers to decimal or percent in order to place fractions, decimals, and percent from least to greatest.</p>	<p>SS work on justifying answers to comprehension.</p> <p>SS change numbers to decimal or percent in order to place fractions, decimals, and percent from least to greatest &amp; vice versa.</p>	<p>SS read and justify answers</p> <p>SS work on ordering fractions, decimal and percent, and find percent of a number.</p>	No School

Days	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Math: Relate Percent to Fractions and Decimals				
Standards	NS1.2- Interpret percents as part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number. MR2.3- Use a variety of methods.	NS1.2 MR2.4- Express the solution clearly and logically by using the appropriate mathematical notation and terms	NS1.2	NS1.2 1.5 Mr2.3 2.4 AF1.2	
Objectives	To find decimal and percent equivalents for common fractions	To compare and order fractions, decimals, and percents	To compare and order fractions, decimals, and percents	To review finding decimal and percent equivalents. To review comparing and order fractions, decimals, and percents.	
Materials	Transparency, textbook, workbook	Transparency, textbook, workbook, worksheet	Transparency, workbook,	Worksheets, textbook, writing utensils	
Protocols	Raise a righteous hand	Pick a stick	Team pair share	Team pair share	
Procedures	Present a problem of the day. Review Friday Test questions by having volunteers share how they got an answer. Preview vocab. Model two ways to write fractions as percents (use equivalent fractions with a denominator of 100 and	Problem of the day. Model ordering fractions, decimals, and percents (use a number line and also rewrite each in decimal form and place from least to greatest or vice versa p506). Guided practice ss use white board. Practice and problem solving pg507. Spiral review and test practice. Ss	Problem of the day. Model ordering fractions, decimals, and percents. Practice and problem solving with/out a partner workbook 23.3, Ss complete Buckle Down worksheets pg61. Check in with individuals.	Problem of the day. Have ss work on practice questions Buckle Down worksheet pg 62-64 and Measure Up worksheet pg120-121. Work with ss in groups. Ss complete chp. Review/test pg 516-517 college ruled paper. Collect work.	

	<p>write as a percent, also use division and write the decimal as percent).          Guided practice finding the equivalent percent of a fraction. Allow ss to use whichever method they are comfortable with.          More practice and problem solving pg 503-505. Ss work from workbook also chp.23 lesson 2.</p>	<p>work on Buckle Down worksheet pg59.</p>			
<b>Evaluation</b>	Observation, workbook	Observation, workbook	Observation, worksheet	Observation, worksheets	
<b>Vocabulary</b>	Percent, division, equivalent fractions	Fraction, percent, decimal			



Days	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Science: Circulatory System	Early Dismissal	Digestive System	Excretory System	Friday testing
Standards	LS2b- Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide and oxygen are exchanged in the lungs and tissues		LS2c- Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.	LS2d- Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.	
Objectives	To identify the support of the circulatory system, To identify the exchange of carbon dioxide, and oxygen in the body.		To describe the process of digestion	To describe the support the kidney has for the cells	
Materials	Textbook, KWL Chart, post it, worksheet		Textbook	Textbook	
Protocols	Team pair share		Give one get one	Team pair share	
Procedures	Test on previous vocab. Review Friday testing. Use a KWL chart for the circulatory system. Ss discuss what they know and want to know in groups and place post it on chart. Preview vocab. Together read pg 87-90. Discuss reading in chunks. Note taking. Review test questions #24 and 25 and test Measure Up p99		Daily vocab testing. Review previous lesson give one get one. Preview vocab. Together read and discuss in chunks Measure Up pg100-102. Review. Test questions #23, 26, 27, 28For exit slip ss describe the process of digestion.	Daily vocab testing. Review previous lesson. Preview vocab. Ss read in pairs Measure Up pg109-110. Discuss reading in chunks. Note taking. Review test question #29 and readings. Ss answer practice questions Buckle Down worksheet pg 154-155.	

	worksheet.				
<b>Evaluation</b>	worksheet		Exit slip	worksheet	
<b>Vocabulary</b>	Heart, lungs, circulation, arteries, veins, oxygen, carbon dioxide		Esophagus, stomach, small intestine, large intestine	Kidney, bladder, excretory	

## TODAY'S FRESH START CHARTER SCHOOL

Lesson Plan – Ms. Dixon  
2009-2010

Subjects: 6<sup>th</sup> Grade Math and Science/6<sup>th</sup> Grade Elective/Math Enrichment

Week: Feb. 22-26, 2010

February	Monday 22	Tuesday 23	Wednesday 24	Thursday 25	Friday 26
<b>Standards:</b>	<p>6<sup>th</sup> Grade Math: DAY 1: Review Benchmark Assessment</p> <p>Ch. 11 Math Test on Integers N.S. 2.3</p> <p>6<sup>th</sup> Grade Earth Science: DAY 1 Review Chapter 6.1 Minerals are all around us pgs. 183-189 6.1.b</p> <p>6<sup>th</sup> Grade Elective: Day 1: Physical Education (10:50-11:45)</p> <p>6<sup>th</sup> Per. Elective: BH Practice</p>	<p>6<sup>th</sup> Grade Math: DAY 2: Ch. 12 Simplifying Expressions A.F. 1.2 &amp; A.F. 1.3</p> <p>6<sup>th</sup> Grade Earth Science: DAY 2 Review Chapter 6.1 Minerals are all around us pgs. 183-189 6.1.b</p> <p>6<sup>th</sup> Grade Elective: Day 2: No Elective Today! Early Dismissal</p> <p>Math Enrichment Elective: No Elective Today! Early Dismissal</p>	<p>6<sup>th</sup> Grade Math: DAY 3: Ch. 12.1 &amp; 12.2 Adding &amp; Subtracting Equations pgs. 636-644 A.F. 1.1</p> <p>6<sup>th</sup> Grade Earth Science: DAY 3 Chapter 6.2 Rocks form in different ways pgs. 190-191 6.1.b, 6.2</p> <p>6<sup>th</sup> Grade Elective: Day 3: CST Prep ELA /Writing (10:50-11:45)</p> <p>6<sup>th</sup> Per. Elective: BH Practice</p>	<p>6<sup>th</sup> Grade Math: DAY 4: Ch. 12.4 Multiplying &amp; Dividing Equations pgs. 646-650 A.F. 1.1</p> <p>6<sup>th</sup> Grade Earth Science: DAY 4 Chapter 6.2 Rocks form in different ways pgs. 192-193 6.1.b, 6.2</p> <p>6<sup>th</sup> Grade Elective: Day 4: CST Prep ELA / Writing (10:50-11:45)</p> <p>6<sup>th</sup> Per. Elective: BH Practice</p>	<p>6<sup>th</sup> Grade Math: DAY 5: Benchmark Assessment</p> <p>6<sup>th</sup> Grade Earth Science: DAY 5 Chapter 6.2 Rocks form in different ways pgs. 194-195 6.1.b, 6.2</p> <p>6<sup>th</sup> Grade Elective: Day 5: Physical Education (10:50-11:45)</p> <p>6<sup>th</sup> Per. Elective: BH Program</p>

<p><b>Objectives:</b></p>	<p><b>6<sup>th</sup> Grade Math:</b> Students will review the benchmark assessment and take the Ch.11 test on Integers.</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Students will learn the characteristics of minerals, how minerals are classified into groups, and which mineral group is most common.</p> <p><b>6<sup>th</sup> Grade Elective P.E.</b> Students will participate in exercises and team sport activities.</p> <p><b>6<sup>th</sup> Per. Elective:</b> Students will practice for the Black History program.</p>	<p><b>6<sup>th</sup> Grade Math:</b> Students will be able to simplify expressions.</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Students will learn the characteristics of minerals, how minerals are classified into groups, and which mineral group is most common.</p> <p><b>6<sup>th</sup> Grade Elective</b> No Elective Today! Early Dismissal</p> <p><b>6<sup>th</sup> Per. Elective:</b> No Elective Today! Early Dismissal</p>	<p><b>6<sup>th</sup> Grade Math:</b> Students will be able to solve addition and subtraction equations.</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Students will learn about the three types of rocks, how one type of rock can change into another, and how common each rock group is in Earth's crust.</p> <p><b>6<sup>th</sup> Grade Elective CST Prep</b> Students will explore ELA test taking tips and writing strategies.</p> <p><b>6<sup>th</sup> Per. Elective:</b> Students will practice for the Black History program.</p>	<p><b>6<sup>th</sup> Grade Math:</b> Students will be able to solve multiplication and division equations.</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Students will learn about the three types of rocks, how one type of rock can change into another, and how common each rock group is in Earth's crust.</p> <p><b>6<sup>th</sup> Grade Elective CST Prep</b> Students will explore ELA test taking tips and writing strategies.</p> <p><b>6<sup>th</sup> Per. Elective:</b> Students will practice for the Black History program.</p>	<p><b>6<sup>th</sup> Grade Math:</b> Students will take benchmark assessment.</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Students will learn about the three types of rocks, how one type of rock can change into another, and how common each rock group is in Earth's crust.</p> <p><b>6<sup>th</sup> Grade Elective P.E.</b> Students will participate in exercises and team sport activities.</p> <p><b>6<sup>th</sup> Per. Elective:</b> Students will participate in the Black History program.</p>
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<p><b>Materials:</b></p>	<p><b>6<sup>th</sup> Grade Math:</b> Benchmark Assessment review Chapter 11 Integer Test HW: Measuring up pg. 99</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Science Notebook Review Ch. 6.1 Graphic Organizer</p> <p><b>6<sup>th</sup> Grade Elective P.E.</b> Sports equipment</p> <p><b>6<sup>th</sup> Per. Elective:</b> BH Practice</p>	<p><b>6<sup>th</sup> Grade Math:</b> Warm-Up (CST release questions) Chart Paper (<b>Review</b> - Evaluate Expressions, Write an Expression and an Equation) Introduce Simplifying Expressions Practice Problems HW: Buckling Down pgs. 78-87</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Science Notebook Notes &amp; Graphic Organizer Mineral Matching Activity</p> <p><b>6<sup>th</sup> Grade Elective</b> No Elective Today! Early Dismissal</p> <p><b>6<sup>th</sup> Per. Elective:</b> No Elective Today! Early Dismissal</p>	<p><b>6<sup>th</sup> Grade Math:</b> Warm-Up (CST release questions) Chart Paper with Notes on Adding &amp; Subtracting Equations Math Journal HW: Measuring Up pgs. 100-101</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Science Notebook Textbook pgs. 190- 191 Notes &amp; Graphic Organizer</p> <p><b>6<sup>th</sup> Grade Elective</b> CST Prep Copies of the ELA testing strategies for each student. Reading passage for each student.</p> <p><b>6<sup>th</sup> Per. Elective:</b> BH Practice</p>	<p><b>6<sup>th</sup> Grade Math:</b> Warm-Up (CST release questions) Chart Paper with Notes on Multiplying and Dividing Equations Math Journal Equation Scramble Buckling Down pgs. 88-90 HW: Measuring Up pgs. 103-104</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Sedimentary Layers Investigation Science Notebook Textbook pgs. 192- 193 Notes &amp; Graphic Organizer</p> <p><b>6<sup>th</sup> Grade Elective</b> CST Prep Copies of the ELA testing strategies for each student. Reading passage for each student.</p> <p><b>6<sup>th</sup> Per. Elective:</b></p>	<p><b>6<sup>th</sup> Grade Math:</b> Benchmark Assessment HW: Measuring Up pgs. 102, 105</p> <p><b>6<sup>th</sup> Grade Earth Science:</b> Science Notebook Textbook pgs. 194- 195 Notes &amp; Graphic Organizer Modeling Rocks Activity</p> <p><b>6<sup>th</sup> Grade Elective P.E.</b> Sports equipment</p> <p><b>6<sup>th</sup> Per. Elective</b> BH Program</p>
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				BH Practice	
<b>Protocols:</b>	<b>All Classes –</b> Pick-a-Stick (Review Friday Benchmark Assessment)	<b>All Classes –</b> Think/Pair/Share (Ch. 6.1 Review Ques.)	<b>All Classes –</b> Musical Shares (Solving Add. & Sub. Equations)	<b>All Classes –</b> Team/Pair/Solo (Intro. Solving Mult. & Div. Equations)	<b>All Classes –</b> Group Project (Modeling Rock Activity)
<b>Procedures:</b>	<p><b>6<sup>th</sup> Grade Math:</b> 10 min. – Warm Up 30 min. – Lesson /Guided Practice 20 min – Group work/individual practice/Sm. Grp instr. w/ teacher 10 min. Lesson Closure / Homework review</p> <p>5 min Brain Break</p> <p><b>6th Grade Earth Science:</b> 10 min. – Warm Up 20 min. – Lesson /Guided Practice 10 min. – Lesson Closure 5 min. Clean up</p>	<p><b>6<sup>th</sup> Grade Math:</b> 10 min. – Warm Up 30 min. – Lesson /Guided Practice 20 min – Group work/individual practice/Sm. Grp instr. w/ teacher 10 min. Lesson Closure / Homework review</p> <p>5 min Brain Break</p> <p><b>6th Grade Earth Science:</b> 10 min. – Warm Up 20 min. – Lesson /Guided Practice 10 min. – Lesson Closure 5 min. Clean up</p>	<p><b>6<sup>th</sup> Grade Math:</b> 10 min. – Warm Up 30 min. – Lesson /Guided Practice 20 min – Group work/individual practice/Sm. Grp instr. w/ teacher 10 min. Lesson Closure / Homework review</p> <p>5 min Brain Break</p> <p><b>6th Grade Earth Science:</b> 10 min. – Warm Up 20 min. – Lesson /Guided Practice 10 min. – Lesson Closure 5 min. Clean up</p>	<p><b>6<sup>th</sup> Grade Math:</b> 10 min. – Warm Up 30 min. – Lesson /Guided Practice 20 min – Group work/individual practice/Sm. Grp instr. w/ teacher 10 min. Lesson Closure / Homework review</p> <p>5 min Brain Break</p> <p><b>6th Grade Earth Science:</b> 10 min. – Warm Up 20 min. – Lesson /Guided Practice 10 min. – Lesson Closure 5 min. Clean up</p>	<p><b>6<sup>th</sup> Grade Math:</b> 10 min. – Warm Up 30 min. – Lesson /Guided Practice 20 min – Group work/individual practice/Sm. Grp instr. w/ teacher 10 min. Lesson Closure / Homework review</p> <p>5 min Brain Break</p> <p><b>6th Grade Earth Science:</b> 10 min. – Warm Up 20 min. – Lesson /Guided Practice 10 min. – Lesson Closure 5 min. Clean up</p>

	<p><b>6th Grade Elective P.E.</b> Calisthenics/Aerobic Activity Stretching Team sports</p> <p><b>Math Enrichment Elective:</b> 10 min. - Warm up 25 min - Lesson/ Guided Practice 20 min – Group work/ Indiv. Work 5 min. Clean up</p>	<p><b>6th Grade Elective No Elective</b></p> <p><b>Math Enrichment Elective:</b> No Elective</p>	<p><b>6th Grade Elective P.E.</b> CST Strategies CST ELA Practice</p> <p><b>Math Enrichment Elective:</b> 10 min. - Warm up 25 min - Lesson/ Guided Practice 20 min – Group work/ Indiv. Work 5 min. Clean up</p>	<p><b>6th Grade Elective P.E.</b> CST Strategies CST ELA Practice</p> <p><b>Math Enrichment Elective:</b> 10 min. - Warm up 25 min - Lesson/ Guided Practice 20 min – Group work/ Indiv. Work 5 min. Clean up</p>	<p><b>6th Grade Elective P.E.</b> Calisthenics/Aerobic Activity Stretching Team sports</p> <p><b>Math Enrichment Elective:</b> 10 min. - Warm up 25 min - Lesson/ Guided Practice 20 min – Group work/ Indiv. Work 5 min. Clean up</p>
<b>Evaluation:</b>	<p><b>All Classes –</b> Warm ups/Class discussion Quizzes/Tests/Daily practice work/ Homework</p>	<p><b>All Classes –</b> Warm ups/Class discussion Quizzes/Tests/Daily practice work/ Homework</p>	<p><b>All Classes –</b> Warm ups/Class discussion Quizzes/Tests/Daily practice work/ Homework</p>	<p><b>All Classes –</b> Warm ups/Class discussion Quizzes/Tests/Daily practice work/ Homework</p>	<p><b>All Classes –</b> Warm ups/Class discussion Quizzes/Tests/Daily practice work/ Homework</p>
<b>Vocabulary:</b>	<p><b>6<sup>th</sup> Grade Math:</b> Integers, Negative Integers, Positive Integers, Opposites, Absolute Value, Mean, Numerical Expression, Grouping Symbols, Evaluate, Order of Operations,</p>	<p><b>6<sup>th</sup> Grade Math:</b> Evaluate, Variable, Variable Expression, Equation, Solution, Solve</p> <p><b>6th Grade Earth Science:</b> Mineral, Element, Crystal, Rock</p>	<p><b>6<sup>th</sup> Grade Math:</b> Evaluate, Variable, Variable Expression, Equation, Solution, Solve</p> <p><b>6th Grade Earth Science:</b> Igneous Rock, Magma, Lava, Sedimentary Rock, Metamorphic Rock,</p>	<p><b>6<sup>th</sup> Grade Math:</b> Evaluate, Variable, Variable Expression, Equation, Solution, Solve</p> <p><b>6th Grade Earth Science:</b> Igneous Rock, Magma, Lava, Sedimentary Rock, Metamorphic Rock,</p>	<p><b>6<sup>th</sup> Grade Math:</b> Evaluate, Variable, Variable Expression, Equation, Solution, Solve</p> <p><b>6th Grade Earth Science:</b> Igneous Rock, Magma, Lava, Sedimentary Rock, Metamorphic Rock,</p>

	6th Grade Earth Science: Mineral, Element, Crystal, Rock		Recrystallization, and Rock Cycle	Recrystallization, and Rock Cycle	Recrystallization, and Rock Cycle
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**\*\*\*Create a Math Game Group Project\*\*\*- Due Friday, Mar 5, 2010\*\*\***

**Group Seating per block (Small groups by color)**

**Block I - Sixth Grade Math and Science/Per. 2 and 3**

<b>GROUP 1</b> Miguel Quran Chrysten Julian	<b>GROUP 2</b> Trayvion Damarreay Moses	<b>GROUP 3</b> Daisy Christy Anyx Daijah
<b>GROUP 4</b> Sakeenah Ruth Ta'Lynn Joshua	<b>GROUP 5</b> Juatonina Adeniyi Niya Immanuel	



**Block 2 – Sixth Grade Math and Science/Per. 3 and 4**

<b>GROUP 1</b> Jose Cherokee Maurice	<b>GROUP 2</b> Harun Jamar Marc Richard	<b>GROUP 3</b> John Mahasin Katheryn Nathan
<b>GROUP 4</b> Dajahna Yami Davion Hector	<b>GROUP 5</b> Terri Amanda Camry Manuel	

**Today's Fresh Start Charter School – Unity Site**  
Lesson Plan 2009-2010

<b>Subject: ELA</b>	<b>Week:20</b>	<b>Day: Monday, 8 February</b>
<b>Standards:</b>	<p>R1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; R1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; R2.3 Similarities and differences between texts in treatment, scope or organization of ideas; R2.4 Compare text to summary to determine if summary accurately captures the main ideas; R2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text; R3.1 Determine and articulate the relationship between the purposes and different forms of poetry; R3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work; LS1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener;</p>	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Identify and analyze stanzas in poetry</li> <li>• Analyze and evaluate free verse</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and analyze speaker</li> <li>• Clarify meanings</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• circle map/tree map</li> </ul>
<b>Protocols:</b>	<ul style="list-style-type: none"> <li>• graphic organizers (circle maps/tree maps)</li> </ul>	
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1. Direct students to p. 596-597 for Key question "Does Beauty Matter?"</li> <li>2. Have students define beauty using a circle map</li> <li>3. Have students classify the answers most often given by students in a Tree map – separating them into Internal or External characteristics</li> <li>4. Project the Free Verse poem "Beauty Within" on the white board asking the following questions: What type of Poem is this? How can you tell? What repetition did the author use to emphasize meaning? What can you infer about the speaker of "Beauty Within"? [cares more about inner than outer beauty] How would the speaker respond to the question "Does Beauty matter?"</li> <li>5. Delete punctuation of the poem "Beauty Within" and ask students how doing so makes it harder to read? What strategies can you use to clarify meaning of a poem?</li> <li>6. Give students background of Don Marquis and have them read the poem "The lesson of the moth." Read all the way through then read again stopping at the guiding questions to clarify meaning.</li> <li>7. Ask students how do you think the moth would answer the question "Does Beauty matter?"</li> <li>8. Teacher will give students background on Julio Noboa and the poem "Identity" – students will read poem once straight through then once again stopping at guided questions to clarify meaning.</li> <li>9. Ask question: who is speaker? What does the speaker think is a draw back of beauty? Does the speaker make a convincing argument? What would this speaker answer to the question does beauty matter?</li> <li>10. Which poem more effectively answers the question does beauty matter?</li> </ol>	
<b>Evaluation:</b>	Graphic organizers	
<b>Vocabulary:</b>	Survey      stanza      conventional      cinder      immolated      patent      longevity      abyss Shunned	

**Today's Fresh Start Charter School – Unity Site**  
Lesson Plan 2009-2010

<b>Subject:</b> ELA	<b>Week:</b> 20	<b>Day:</b> Tuesday, 9 February
<b>Standards:</b>	R1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; R1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings; R1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; R2.3 Similarities and differences between texts in treatment, scope or organization of ideas; R2.4 Compare text to summary to determine if summary accurately captures the main ideas; R2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text; R3.1 Determine and articulate the relationship between the purposes and different forms of poetry; R3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work; LS1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener;	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Identify and analyze stanzas in poetry</li> <li>Analyze and evaluate free verse</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyze speaker</li> <li>Clarify meanings</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>textbooks</li> </ul>	
<b>Protocols:</b>	<ul style="list-style-type: none"> <li>illustration</li> </ul>	power write
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>Teacher will review ideas from yesterday about beauty.</li> <li>Teacher will direct students to page 602 of text book and have them complete questions 1 and 2</li> <li>Students will chose one of the two writing response prompts from page 603 and write and extended response to the question using the power write format.</li> <li>Students will use peer revision for the first draft of their writing and then complete a second draft.</li> </ol>	
<b>Evaluation:</b>	Comprehension questions Power write response	
<b>Vocabulary:</b>	Survey      stanza      conventional      cinder      immolated      patent      longevity      abyss Shunned	



**Today's Fresh Start Charter School – Unity Site**  
Lesson Plan 2009-2010

**Subject: ELA**

**Week: 20**

**Day: Thursday, 11 February**

<b>Standards:</b>	<p>R1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; R1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings; R1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; R2.3 Similarities and differences between texts in treatment, scope or organization of ideas; R2.4 Compare text to summary to determine if summary accurately captures the main ideas; R2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text; R3.1 Determine and articulate the relationship between the purposes and different forms of poetry; R3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work; WOL 1.0 standard English conventions; W1.1 Coherent compositions; W1.2 Coherence within and among paragraphs; W1.3 Support thesis; R1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas; LS1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener;</p>					
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Understanding word origins</li> <li>• Analyzing literary styles</li> </ul>					
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Etymology worksheet</li> <li>• dictionaries</li> </ul>					
<b>Protocols:</b>	<ul style="list-style-type: none"> <li>• Note taking</li> </ul>					
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1. Teacher will project terminology for Word Origins on board for students to copy (from Measuring up Lesson 2)</li> <li>2. Teacher will distribute etymology worksheets for students to complete in class.</li> <li>3. Students will use dictionaries to complete investigations.</li> <li>4. Students will complete unfinished work for homework.</li> </ol>					
<b>Evaluation:</b>	<p>Lesson 2 Measuring Up! Lesson 9 Buckle Down</p>					
<b>Vocabulary:</b>	<p>Mentor Cacophony Assonance</p>	<p>mesmerize Literary Style metaphor</p>	<p>quisling setting dialogue</p>	<p>Anglo-Saxon irony digression</p>	<p>Germanic word choice onomatopoeia</p>	<p>Sanskrit alliteration repetition</p>

**Today's Fresh Start Charter School – Unity Site**  
Lesson Plan 2009-2010

<b>Subject: ELA</b>	<b>Week: 20</b>	<b>Day: Friday, 12 February</b>	
<b>Standards:</b>	<p>R1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; R1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings; R1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; R2.3 Similarities and differences between texts in treatment, scope or organization of ideas; R2.4 Compare text to summary to determine if summary accurately captures the main ideas; R2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text; R3.1 Determine and articulate the relationship between the purposes and different forms of poetry; R3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work; WOL 1.0 standard English conventions; W1.1 Coherent compositions; W1.2 Coherence within and among paragraphs; W1.3 Support thesis; R1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas; LS1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener;</p>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Assess students grasp of standards taught this week</li> <li>• Develop dictionary skills</li> <li>• Develop Standard English skill in sentence structure</li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Friday assessment tests</li> <li>• Pocket dictionaries</li> <li>• Grammar Workbooks</li> </ul>		
<b>Protocols:</b>	<ul style="list-style-type: none"> <li>• Test taking procedures</li> <li>• Dictionary skills</li> </ul>		
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1. Teacher will remind students of test taking protocols</li> <li>2. Teacher will distribute assessments</li> <li>3. Students will begin assessments</li> <li>4. Early finishers will begin work in grammar workbook and complete vocabulary definitions and sentences for Monday's vocabulary assessment</li> </ol>		
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Friday assessment</li> <li>• Grammar workbook</li> <li>• Dictionary skills</li> </ul>		
<b>Vocabulary:</b>	<p>Mentor            mesmerize Cacophony        Literary Style Assonance        metaphor</p>	<p>quisling            Anglo-Saxon setting             irony dialogue           digression</p>	<p>Germanic           Sanskrit word choice       alliteration onomatopoeia     repetition</p>

<p style="text-align: center;"><b>Today's Fresh Start Charter School – Unity Site</b> Lesson Plan 2009-2010      Mrs. T. Brown (Grade 8)</p>						
Subject: Social Studies		Week: 20		Day: Monday, 8 February 2010		
Standards:	<p><b>Social Studies:</b> 8.8.4 Examine the importance of the great rivers and the struggle over water rights; 8.8.5 Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies; 8.8.6 Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today</p> <p><b>Language Arts:</b> R1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; R1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; R2.2 Analyze text that uses proposition and support patterns;</p>					
Objectives:	<ul style="list-style-type: none"> <li>• Describe nine important Mexicano contributions to the culture and economy of the Southwest</li> <li>• Explain how Anglo settlers in the Southwest used and adapted these Mexicano contributions.</li> <li>• Evaluate the degree to which these Mexicano contributions affect their lives today</li> </ul>					
Materials:	<ul style="list-style-type: none"> <li>• transparencies 17</li> <li>• text books/work books</li> </ul>					
Protocols:	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Active viewing and listening</li> </ul>					
Procedures:	<ol style="list-style-type: none"> <li>1. Teacher will project the transparency and ask the following questions: <i>describe the two men in the image. What is the Mexicano teaching the Anglo to do? Given the geography of the Southwest (see the map on page 498), why might mule packing have been important? What other insights might Mexicanos in the Southwest have shared with American settlers? Why was it important that Mexicanos shared their knowledge?</i></li> <li>2. Read the passage from Teacher's CD about Mexicanos and have students complete preview 17 in workbooks</li> <li>3. Students and teacher will read section 17.1 together.</li> <li>4. Teacher will ask the following questions: <i>How did Mexicanos come to be in the United States? What did the United States promise the Mexicanos? Was this promise kept? What happened to the Mexicanos? What did Anglos learn from the Mexicanos?</i></li> <li>5. Students will begin reading sections 17.2 – 17.10 and completing pages 118 – 123 in workbooks.</li> </ol>					
Evaluation:	<ul style="list-style-type: none"> <li>• Student workbooks</li> <li>• Oral questions</li> <li>• Chapter study guide</li> </ul>					
Vocabulary:	Mexicanos Rodeo	batea irrigation	rifle box Tex-Mex cooking	arrastra	Californios adobe	Tejanos vaquero

**Today's Fresh Start Charter School – Unity Site**  
Lesson Plan 2009-2010      Mrs. T. Brown (Grade 8)

<b>Subject: Social Studies</b>	<b>Week: 20</b>	<b>Day: Tuesday, 9 February 2010</b>														
<b>Standards:</b>	<p><b>Social Studies: 8.8.4</b> Examine the importance of the great rivers and the struggle over water rights; <b>8.8.5</b> Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies; <b>8.8.6</b> Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today</p> <p><b>Language Arts: R1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; <b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; <b>R2.2</b> Analyze text that uses proposition and support patterns;</p>															
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Describe nine important Mexicano contributions to the culture and economy of the Southwest</li> <li>• Explain how Anglo settlers in the Southwest used and adapted these Mexicano contributions.</li> <li>• Evaluate the degree to which these Mexicano contributions affect their lives today</li> </ul>															
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• text books/work books</li> <li>• assessment from Teacher's guide</li> </ul>															
<b>Protocols:</b>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> </ul>															
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1. Students will continue silent reading and recording information in workbooks on graphic organizers.</li> <li>2. Teacher will distribute assessment from Teachers guide for homework review.</li> <li>3. Teacher will remind students that they will have their 1<sup>st</sup> benchmark exam for social studies Chapters 1 – 17 in tomorrow's class.</li> </ol>															
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Students workbooks</li> </ul>															
<b>Vocabulary:</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Mexicanos</td> <td style="width: 25%;">batea</td> <td style="width: 25%;">riffle box</td> <td style="width: 25%;">arrastra</td> <td style="width: 25%;">Californios</td> <td style="width: 25%;">Tejanos</td> <td style="width: 25%;">vaquero</td> </tr> <tr> <td>Rodeo</td> <td>irrigation</td> <td>Tex-Mex cooking</td> <td></td> <td>adobe</td> <td></td> <td></td> </tr> </table>		Mexicanos	batea	riffle box	arrastra	Californios	Tejanos	vaquero	Rodeo	irrigation	Tex-Mex cooking		adobe		
Mexicanos	batea	riffle box	arrastra	Californios	Tejanos	vaquero										
Rodeo	irrigation	Tex-Mex cooking		adobe												



<b>Today's Fresh Start Charter School – Unity Site</b> Lesson Plan 2009-2010      Mrs. T. Brown (Grade 8)		
<b>Subject: Social Studies</b>	<b>Week: 20</b>	<b>Day: Wednesday 10 February 2010</b>
<b>Standards:</b>	<p><b>Social Studies: 8.8.4</b> Examine the importance of the great rivers and the struggle over water rights; <b>8.8.5</b> Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies; <b>8.8.6</b> Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today</p> <p><b>Language Arts: R1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; <b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; <b>R2.2</b> Analyze text that uses proposition and support patterns;</p>	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• To assess students comprehension of standards taught to date in Social Studies</li> </ul>	
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Textbooks and workbooks</li> </ul>	
<b>Protocols:</b>	Open book assessment	
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1. Teacher will remind students of test taking procedures</li> <li>2. teacher will distribute exam to students</li> <li>3. Students will use textbooks and workbooks to complete assessment.</li> <li>4. Early finishers will continue working on Grammar workbook for Language arts</li> </ol>	
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Assessment</li> </ul>	
<b>Vocabulary:</b>	Mexicanos      batea      riffle box      arrastra      Californios      Tejanos      vaquero Rodeo      irrigation      Tex-Mex cooking      adobe	

<b>Today's Fresh Start Charter School – Unity Site</b> Lesson Plan 2009-2010      Mrs. T. Brown (Grade 8)			
Subject: Social Studies	Week: 20	Day: Thursday 11 February 2010	
<b>Standards:</b>	<p><b>Social Studies: 8.8.4</b> Examine the importance of the great rivers and the struggle over water rights; <b>8.8.5</b> Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economics; <b>8.8.6</b> Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today</p> <p><b>Language Arts: R1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; <b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; <b>R2.2</b> Analyze text that uses proposition and support patterns;</p>		
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• identify important reform movements of the mid-19th century.</li> <li>• describe the role of women in those movements</li> </ul>		
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Textbooks Chapter 18</li> <li>• Workbooks</li> <li>• Teacher CD</li> </ul>		
<b>Protocols:</b>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Sustained silent reading</li> </ul>		
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>1. Teacher will play audio track 11 from CD "Let us all speak our minds" while students listen</li> <li>2. Students will complete Preview 18</li> <li>3. Teacher will have several students share their answers with the class.</li> <li>4. Teacher will read section 18.1 to introduce chapter drawing students attention to graphic organizer.</li> <li>5. Students will read section 18.2 to 18.7 while completing corresponding workbook pages (one section at a time)</li> <li>6. Teacher will project image 18 and explain that this image is a page from a scrapbook kept by Mary S. Anthony, Susan B. Anthony's sister.</li> <li>7. Teacher will ask students to identify women they read about and summarize their achievements.</li> <li>8. Students should recognize the achievements of Lucretia Mott, Elizabeth Cady Stanton, Lucy Stone, Susan B. Anthony, and Dorothea Dix. Other important women who appear on this page of the album are Julia Ward Howe, who wrote "The Battle Hymn of the Republic"; Martha C. Wright and Jean Brooks Greenleaf, presidents of the New York State Suffrage Association; Anna Shaw, first woman minister of the Methodist Protestant Church; and Elizabeth Boyton Harbert, who was involved in both the temperance and suffrage movements.</li> <li>9. Students will complete readings for homework.</li> </ol>		
<b>Evaluation:</b>	Student workbooks		
<b>Vocabulary:</b>	Transcendentalism Abolitionists	Seneca Falls Convention Sojourner truth	Declaration of Sentiments

<b>Today's Fresh Start Charter School – Unity Site</b> Lesson Plan 2009-2010      Mrs. T. Brown (Grade 8)															
Subject: Social Studies	Week: 20														
Day: Friday, 12 February 2010															
<b>Standards:</b>	<p><b>Social Studies: 8.8.4</b> Examine the importance of the great rivers and the struggle over water rights; <b>8.8.5</b> Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies; <b>8.8.6</b> Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today</p> <p><b>Language Arts: R1.1</b> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases; <b>R1.3</b> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast; <b>R2.2</b> Analyze text that uses proposition and support patterns;</p>														
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Gain test taking skills</li> <li>• Familiarization with CST type questions</li> </ul>														
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• Test release questions</li> <li>• Student Textbooks</li> <li>• Student workbooks</li> </ul>														
<b>Protocols:</b>	Test taking procedures														
<b>Procedures:</b>	<ol style="list-style-type: none"> <li>5. Teacher will remind students of test taking procedures</li> <li>6. teacher will distribute exam to students</li> <li>7. Students will use textbooks and workbooks to complete assessment.</li> <li>8. Early finishers will continue working on Grammar workbook for Language arts</li> </ol>														
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• Assessment questions</li> </ul>														
<b>Vocabulary:</b>	<table style="width: 100%; border: none;"> <tr> <td>Mexicanos</td> <td>batea</td> <td>rifle box</td> <td>arrastra</td> <td>Californios</td> <td>Tejanos</td> <td>vaquero</td> </tr> <tr> <td>Rodeo</td> <td>irrigation</td> <td>Tex-Mex cooking</td> <td></td> <td>adobe</td> <td></td> <td></td> </tr> </table>	Mexicanos	batea	rifle box	arrastra	Californios	Tejanos	vaquero	Rodeo	irrigation	Tex-Mex cooking		adobe		
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# Small Group Lesson Plans

Small Group Instruction Plans – Language Arts

Teacher: Ms. Ardila

Week of: 11-30-09

Students in Small Group: Kindergarten: Ariana, Orianna, Alexander, Uche (Green table)

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	R 1.10	R 1.10	R 1.4	W 1.3	R 1.4
Objectives	Identify and produce rhyming words in response to an oral prompt.	Identify and produce rhyming words in response to an oral prompt.	Recognize that sentences in print are made up of separate words.	Write by moving from left to right and from top to bottom	Recognize that sentences in print are made up of separate words.
Procedures	<ul style="list-style-type: none"> <li>- The teacher will provide sets of words; students will decide whether they rhyme or not.</li> <li>- Students will be asked to stand up if the words rhyme. Once they are up they need to say another word that rhymes with the set in order to sit down again.</li> </ul>	<ul style="list-style-type: none"> <li>- Have students say the name of a picture on a card and then find another picture whose name rhymes with the first one.</li> <li>- Students will work together to find the match in a set of cards.</li> </ul>	<ul style="list-style-type: none"> <li>- Say a sentence and have students clap for each word. Count the claps and tell how many words in each sentence.</li> <li>- Write a variety of sentences on the board and have students count the number of words.</li> <li>- Explore sentences in books.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will write three sentences using pictures as well as the words <i>I, see,</i> and <i>my.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Say a sentence and have students clap for each word. Count the claps and tell how many words in each sentence.</li> <li>- Write a variety of sentences on the board and have students count the number of words.</li> <li>- Explore sentences in books.</li> </ul>
Assessments	informal	Informal	Informal	informal	informal

Students in Small Group: Aaron, Diamonique, Jayden, Ray'lan, Cindy and Amilya (Yellow table)

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	R1.4	R1.1	R 2.7	R 1.11	R 1.1
Objectives	Distinguish initial, medial, and final sounds in single-syllable words.	Match oral words to printed words.	Identify topic, main idea, and supporting details.	Read and use high frequency words.	Match oral words to printed words.
Procedures	<ul style="list-style-type: none"> <li>- Give students 5 pieces of butcher paper. Each piece will be assigned a short vowel sound.</li> <li>- Students will work together to come up with as many words as they can that have the same middle sound e.g. cat, map, pat...</li> </ul>	<ul style="list-style-type: none"> <li>- Students will do a reading circle on the rug using anthologies from the previous theme.</li> <li>- They will practice reading high frequency words and decoding one-syllable words, while improving fluency.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen to a nonfiction story.</li> <li>- They will work together to identify the topic, the main idea and some details from the story. The teacher will write students' responses on chart paper. Then they will compare with another group.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher will use flashcards to practice high frequency words.</li> <li>- Students will take turns coming up sentences for the words.</li> <li>- Students will write 3 sentences using high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>-Practice reading phonics library.</li> <li>-Have students decode and blend words using short a and consonants.</li> </ul>
Assessments	informal	informal	informal	informal	informal

**Students in Small Group: Stephanie, Freddy, Briannie (Red table)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	R 2.7	W 1.3	R 2.7	R1.7	R1.7
Objectives	Identify topic, main idea, and supporting details.	Print legibly and space letters, words, and sentences appropriately.	Identify topic, main idea, and supporting details.	Add, delete, or change target sounds to change short vowel sounds.	Add, delete, or change target sounds to change short vowel sounds.
Procedures	- Students will listen to a nonfiction story. - They will work together to identify the topic, the main idea and some details from the story. The teacher will write students' responses on chart paper. Then they will compare with another group.	- Students will write a sentence for each of the week's high frequency words. - students will practice writing week's spelling words.	- Students will listen to a nonfiction story. - They will work together to identify the topic, the main idea and some details from the story. The teacher will write students' responses on chart paper. Then they will compare with another group.	Using white boards students will be given a word to write; they will then be asked to change given target sound. (i.e cat change /c/ to /m/)	Using white boards students will be given a word to write; they will then be asked to change given target sound. (i.e cat change /c/ to /m/)
Assessments	informal	informal	informal	informal	informal

**Students in Small Group: Kayla, Fredy, Ashly (Blue table)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	R 2.7	R1.11	R 2.7	R1.15	R1.15
Objectives	Identify topic, main idea, and supporting details.	Read selected sight words.	Identify topic, main idea, and supporting details.	Read common word families.	Read common word families.
Procedures	- Students will listen to a story. Then they will illustrate the characters, setting, problem and solution in the story.	-Use flashcards to review sight words. -Have students create a sentence for 2 given sight words.	- Students will listen to a nonfiction story. - They will work together to identify the topic, the main idea and some details from the story. The teacher will write students' responses on chart paper. Then they will compare with another group.	Have students work together to come up with a word family given an ending. Use _ap, and _at.	Have students work together to come up with a word family given an ending. Use _ug, and _ut.
Assessments	informal	informal	informal	informal	informal

Small Group Instruction Plans – Math

Teacher: Ms. Ardila

Week of: 11-30-09

Students in Small Group: Kindergarten: Ariana, Orianna, Alexander, Uche (Green table)

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	SP 1.2	NS 1.1	SP 1.2	NS 1.3	NS 1.1
Objectives	Identify and describe the characteristics of different shapes.	Identify which one of two sets is equal, more or less than the other.	Identify and sort shapes.	Recognize that when comparing two numbers, one number represents a bigger/smaller set than the other.	Identify which one of two sets is equal, more or less than the other.
Procedures	Students will complete a shape-sorting center as a group. They will use descriptive words to talk about shapes and find different objects in the classroom that have those shapes.	Students will work with a partner and use bear counters to make sets. Each student will get a turn to make two sets and ask their partner questions of comparison about the sets. In the same manner each student will get a turn to answer questions about the sets.	- Students will complete a shape sorting center as a group.	Students will be asked to draw pictures for two numbers. Then they will answer questions about the two sets such as: "which number is bigger? How do you know? Which set has more items? How do you know? Look at the number and look at the sets."	Students will work with a partner and use bear counters to make sets. Each student will get a turn to make two sets and ask their partner questions of comparison about the sets. In the same manner each student will get a turn to answer questions about the sets.
Assessments	informal	informal	informal	informal	informal

Students in Small Group: Aaron, Jayden, Diamonique, Cindy, Ray'lan (Yellow table)

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	NS 1.2	NS 1.2	NS 1.2	NS1.1	NS1.1
Objectives	Use tools, such as manipulatives or sketches, to model subtraction sentences	Use tools, such as manipulatives or sketches, to model subtraction sentences	Use tools, such as manipulatives or sketches, to model subtraction sentences	Count, read, and write whole numbers to 50.	Count, read, and write whole numbers to 50.
Procedures	- Students will use dice to come up with subtraction sentences and solve them.	- Students will use dice to come up with subtraction sentences and solve them.	- Students will use dice to come up with subtraction sentences and solve them. - They will learn from red table how to solve a subtraction word problem.	- Students will complete a center as group where they will be asked to fill-in missing numbers in a hundred chart.	- Students will complete a center as group where they will be asked to fill-in missing numbers in a hundred chart.
Assessments	informal	informal	informal	informal	informal



**Students in Small Group: Stephanie, Amilya, Freddy (Red table)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	NS 1.2	NS 1.2	NS 1.2	NS2.1	NS2.1
Objectives	Use tools, such as manipulatives or sketches, to model subtraction sentences	Use tools, such as manipulatives or sketches, to model subtraction sentences	Use tools, such as manipulatives or sketches, to model subtraction sentences	Internalize the addition facts to 5 and demonstrate strategies to 10.	Internalize the addition facts to 5 and demonstrate strategies to 10.
Procedures	- Students will use dice to come up with subtraction sentences and solve them.	- Students will use dice to come up with subtraction sentences and solve them.	- Students will work together to come up with 2 subtraction word problems. Then they will show teach yellow group how to solve the problem.	-Students will use whiteboards and flashcards to solve addition facts through 10.	Use flashcards to review addition facts to 10. -Students will take a timed addition quiz using number 0-10.
Assessments	informal	informal	informal	informal	informal

**Students in Small Group: Kayla, Briannie, Ashly, Fredy (Blue table)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	NS1.2	NS1.2	NS 1.2	NS1.2	NS1.2
Objectives	Use tools, such as manipulatives or sketches, to model subtraction sentences	Use tools, such as manipulatives or sketches, to model problems.	Use tools, such as manipulatives or sketches, to model problems.	Use tools, such as manipulatives or sketches, to model problems.	Use tools, such as manipulatives or sketches, to model problems.
Procedures	-Have students come up with word problems. -Have students show tools they would use to solve such a problem.	-Have students come up with word problems. -Have students show tools they would use to solve such a problem.	- Students will use dice to come up with subtraction sentences and solve them.	-Students will work together to solve given word subtraction problems. -They will need to show different strategies to solve.	- Students will use dice to come up with subtraction sentences and solve them.
Assessments	informal	informal	informal	informal	informal



<p align="center"><b>Small Groups – Language Arts</b></p> <p align="center"><b>Group Members: Support Group – Alexia, Cardon, Caroline, Jennifer, Krista, Gisele</b></p> <p align="center"><b>Grade Level Group – Ulrich, Caitlyn, Amari, Cristofer</b></p> <p align="center"><b>Challenge Group – Darwin, Justin, Brad, Kamorie, Steven</b></p>				
<p><b>Name:</b> Miss Ames</p>		<p align="center"><b>Grade 2</b></p>		
<p><b>Date</b> 11/16</p>	<p><b>Date</b> 11/17</p>	<p><b>Date</b> 11/18</p>	<p><b>Date</b> 11/19</p>	<p><b>Date</b> 11/20</p>
<p><b>Standard</b> R 1.1, 1.2, 1.3, 2.5 LC 1.7</p>	<p><b>Standard</b></p>	<p><b>Standard</b> LC 1.6, 1.8, R 1.1, 1.3, 2.1, 2.5</p>	<p><b>Standard</b> LC 1.6, 1.8, R 1.1, 1.3, 2.1 2.5</p>	<p><b>Standard</b> LC 1.6, 1.8, R 1.1, 1.3, 2.1, 2.5 W1.3</p>
<p><b>Objective</b> 1a) SW use VCV pattern to read and write words independently. 1b) SW read and write new high-frequency words 2) SW read and practice the spelling of the new spelling words 3) SW review reading and spelling words with plural suffixes "s" and "es". 4) SW practice pair reading for comprehension, leading up to independent reading for comprehension. 5) SW read "Into the Woods aloud, answer clarifying questions and record information from what they read.</p>	<p><b>Objective</b>  NO SMALL GROUPS</p>	<p><b>Objective</b> 1a) SW practice their spelling words. 1b) SW show more comprehension of their new vocabulary words. 2) SW read and write the high-frequency words and spelling words. 3) SW gather facts and information from a story. 4) SW practice pair reading for comprehension leading to independent reading for comprehension. 5) SW read "Around the Pond" aloud, answer clarifying questions and record information from what they read.</p>	<p><b>Objective</b> 1a) SW practice their spelling words. 1b) SW practice categorizing and classifying independently. 2) SW choose which punctuation mark is most appropriate for a sentence exclamation points, question mark, or period. 3) SW practice writing sentences with exclamation points, question marks and periods. 4) SW practice pair reading for comprehension leading to independent reading for comprehension. 5) SW read "Around the Pond" aloud, answer clarifying questions and record information from what they read.</p>	<p><b>Objective</b> 1a) SW practice their spelling words and proofreading skills. 1b) SW one aspect of their comprehension of the "Around the Pond" story. 2) SW read and write high-frequency words 3) SW use guide words to look up words in a dictionary. 4) SW practice pair reading for comprehension leading to independent reading for comprehension. 5) SW read "Around the Pond" aloud, answer clarifying questions and record information from what they read.</p>

<p><b>Procedures</b> Rotation Stations: 1) SW complete phonics book pgs 108-109 2) SW make their spelling words out of yarn and glue them to a paper. 3) SW choose pictures from a bag and will write the plural form on their paper with a drawing of the items next to it. 4) SW choose a story from the comprehension binder, read it with one of their group mates and answer the questions together. If time permits, they may draw an illustration to go along with the story. 5) SW read "Into the Woods" round robin. As they read sw answer clarifying questions and discuss the facts in the story.</p>	<p><b>Procedures</b></p>	<p><b>Procedures</b> Rotation Stations: 1) SW complete phonics book pgs 110, 116 2) SW select 5 sticks from a can with words on them. SW take turns matching the word on the previous persons stick with a rhyming word from their stick. SW then write the 5 rhyming pairs they made on a sheet of paper 3) SW re-read "Into the Woods" independently. While reading, sw draw or write the names of the animals in the story and write one fact about each animal. 4) SW choose a story from the comprehension binder, read it with one of their group mates and answer the questions together. If time permits, they may draw an illustration to go along with the story. 5) SW read the first segment of "Around the Pond" round robin. As they read, sw answer clarifying questions posed by the teacher. SW also pay close attention to the animals the story talks about and will record the animals they read about in their chart in their phonics book pg 111.</p>	<p><b>Procedures</b> Rotation Stations: 1) SW complete phonics book pgs 117, 113-114 2) SW get a bag with cards that have sentences and punctuation marks separated. SW match the sentence with the correct punctuation. SW then choose one sentence to write and illustrate. 3) SW roll dice and determine to write a sentence with a period, a question mark, or an exclamation point. SW repeat this until they have written 5 sentences. They will then choose one to illustrate. 4) ) SW choose a story from the comprehension binder, read it with one of their group mates and answer the questions together. If time permits, they may draw an illustration to go along with the story. 5) SW read the second segment of "Around the Pond" round robin. As they read, sw answer clarifying questions posed by the teacher. SW also pay close attention to the animals the story talks about and will record the animals they read about in their chart in their phonics book pg 111.</p>	<p><b>Procedures</b> 1) SW complete phonics practice pgs 112, 118 2) SW get a baggie with the high-frequency words and will put them in alphabetical order. 3) SW take cards from containers designating what page, what guide words, and what word on the page to find. SW find 5 words this way and illustrate two of them. 4) SW choose a story from the comprehension binder, read it with one of their group mates and answer the questions together. If time permits, they may draw an illustration to go along with the story. 5) SW re-read all of "Around the Pond". While they read sw pay close attention to where the animals are in the story: in the pond or near the pond. SW classify the animal places on a bubble map.</p>
<p><b>Assessments</b> All center work will be put into folders and will be checked for accuracy. The</p>	<p><b>Assessments</b></p>	<p><b>Assessments</b> All center work will be put into folders and will be checked for accuracy. The</p>	<p><b>Assessments</b> All center work will be put into folders and will be checked for accuracy. The</p>	<p><b>Assessments</b> All center work will be put into folders and will be checked for accuracy. The</p>

reading group will be monitored for decoding and fluency skills, as well as comprehension and gathering of factual information while reading.		reading group will be monitored for decoding and fluency skills, as well as comprehension and gathering of factual information while reading.	reading group will be monitored for decoding and fluency skills, as well as comprehension and gathering of factual information while reading.	reading group will be monitored for decoding and fluency skills, as well as comprehension and gathering of factual information while reading.
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**Small Groups – Math**

**Group Members: Support Group – Cardon, Krista, Gisele**

**Name:** Miss Ames

**Grade** 2

<b>Date</b> 11/16	<b>Date</b> 11/17	<b>Date</b> 11/18	<b>Date</b> 11/19	<b>Date</b> 11/20
<b>Standard</b> NS 5.1	<b>Standard</b> SDAP 1.1, NS 5.1, 5.0, 5.2	<b>Standard</b> NS 5.0, 5.1, 5.2	<b>Standard</b> NS 5.0, 5.1	<b>Standard</b> NS 5.1, 5.2
<b>Objective</b> SW make a list to show the same amount in different ways	<b>Objective</b> SW show and apply their knowledge of coins	<b>Objective</b> SW make an exact amount	<b>Objective</b> SW make an amount using the fewest coins.	<b>Objective</b> SW identify coin combinations equal to a dollar and record them using the proper notation.
<b>Procedures</b> SW participate in lesson with whole group and then meet in the back to complete their practice pages and work with the money counting out loud to create amounts	<b>Procedures</b> SW participate with extra support during the station review activities and complete their test in a small group so the directions can be read to them.	<b>Procedures</b> SW participate in lesson with whole group and meet in the back for extra support during their practice pages. They will use the money and count aloud to make amounts.	<b>Procedures</b> SW participate in lesson with whole group and meet in the back for extra support during their practice pages. They will use the money and count aloud to make amounts.	<b>Procedures</b> SW participate in lesson with whole group and meet in the back for extra support during their practice pages. They will use the money to count aloud to make amounts.
<b>Assessments</b> HW	<b>Assessments</b> This is their assessment	<b>Assessments</b> HW	<b>Assessments</b> HW	<b>Assessments</b> HW

## Today's Fresh Start Charter School

School year 2009 - 2010

Small Group Instruction Plans - *Language Arts*

Teacher: Maria Caquilala

Week of October 12-16, 2009

Students in Small Group Fronwosere Okpaku, Sierra Van Daeven, Cesar

Escobar, Shawnti Thurston, Robert Richardson

	Monday	Tuesday	Wednesday	Thursday	Friday	
Standards	R.3.5 Recognize sound & patterns. R.1.2 Decide multi-syllabic words.	Same objective as Monday.	R.1.7 Use a dictionary to find the meaning of unknown words.	LC.1.7 Capitalize sentences correctly.	Assessment	
Objectives	Read words and syllables with short vowel sound. Use syllabication rule to break up familiar words.	Read words and syllables with short vowel sound. Spell words with short vowel sound.	Find the multiple meanings of words using the dictionary or the context clues.	Capitalize and punctuate sentences to improve writing.		
Procedures	Review Fri. test results. Find out when most of their mistakes are. Give similar exercise. More drills on white board.	Identify from word list those with short vowel sounds. Word hunt. Spell the same words. Picture word.	Use the dictionary. Write diff. sentences. Think, Pencil and Store. Exercise/Drills.	Use prior knowledge. Write sentences and sentences sketches from work. More drills on capitalizing & punctuation.		
Assessments	Answer worksheet.	Answer Practice Book	Quiz	Answer Appendix sheets on sentences.		

## Today's Fresh Start Charter School

School year 2009 - 2010

### Small Group Instruction Plans - Mathematics

Teacher: Maria Caquilala

Week of October 12 - 16, 2009

Students in Small Group Sevaj Lopez, Henry Salazar, Cesar Escobar, Sierra Van Deventer, Stewart Thornton, Robert Richardson

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards	AF 1.0 Select appropriate symbols, operation + properties to solve number relations.	NS 2.1 Find the diff. or sum of 2 whole numbers. Ex: 0 and 10,000.	NS 2.1 (Same as Tuesday)	NS 2.1 (Same as Tuesday)	Assessment
Objectives	<ul style="list-style-type: none"> <li>Understand equations and inequalities.</li> <li>Recognize numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Use the commutative property, the property of associative property to add.</li> </ul>	<ul style="list-style-type: none"> <li>Add 3 or more addends (2 digit or 3 digit nos.)</li> </ul>	<ul style="list-style-type: none"> <li>Find the sum of two 4-digit numbers.</li> </ul>	
Procedures	<ul style="list-style-type: none"> <li>Review Fri, fact results.</li> <li>Find out where most of their mistakes are.</li> <li>Give similar exercises.</li> <li>Drills.</li> </ul>	<ul style="list-style-type: none"> <li>Recall yesterday's lesson on properties of addition.</li> <li>Use whiteboard for exercises.</li> <li>More drills.</li> <li>Use counters and manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>Prior knowledge.</li> <li>Use white board.</li> <li>Use manipulatives (odometer, worksheets).</li> <li>Exercises/drills.</li> </ul>	<ul style="list-style-type: none"> <li>Use place value chart.</li> <li>Game/contest</li> <li>Answer exercises in Math book.</li> </ul>	
Assessments	<ul style="list-style-type: none"> <li>Answer exercises in workbook.</li> <li>Quiz - 5 items.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> </ul>	<ul style="list-style-type: none"> <li>More drills and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Answer workbook</li> </ul>	

**Today's Fresh Start Charter School**  
**School year 2009 - 2010**  
**Small Group Instruction Plans - Language Arts**

Teacher: 4<sup>th</sup> Grade  
Students in Small Group: \_\_\_\_\_

Week of: 11-16-09

\* Reading 2.3 \*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards</b>	Based on Friday Assessment Data				
<b>Objectives</b>	- students will make and confirm predictions about text and will practice supporting their decisions using specific references from the text; i.e. # #'s, sentences, highlighting				
<b>Procedures</b>	- read ?'s first, noting key words - read "Underground Dwellers", "Skylings" - Find Answer, prove, record			← Repeat steps but use "Missing Green" story	
<b>Assessments</b>	- Informal, Discussion, students can "quiz" one another with whiteboards				
<b>Questions</b>	# 1	# 2	# 3	# 4	# 5

Week of: 11-16-09

Students in Small Group: Based on Friday Assessment Results

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Standards</b>	NS. 1.3		NS.	3.1	
<b>Objectives</b>	- students will solve rounding problems which focus on word problems. students will practice 5 steps to solve.			- students will add and subtract #'s across zeros and multi-digit algorithms.	
<b>Procedures</b>	- Discuss 5 steps for word problems - go over #'s 1, 2, 3 in pairs - discuss correct answer and how they missed it			- teach column math to line up place values - go over borrowing/regrouping - go over test - quiz problems	
<b>Assessments</b>	- teacher offers more support problems  - Correctly located error from Friday			Quiz problems + 1, 2, 3 or 4	
<b>Questions</b>	#'s 1, 2, 3			#'s 4, 5, 6, 7, 8	

Today's Fresh Start Charter School  
School year 2009 - 2010  
Small Group Instruction Plans - Language Arts

Teacher : \_\_\_\_\_ Week of : \_\_\_\_\_  
Students in Small Group: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Standards					
Objectives					
Procedures					Challenge = ★ #s 20-22 on pg. 178
Assessments		- SR pg. 178 - Daily Routines	- students graph and store their F.A. tests	- Measuring Up pg. 87	- students graph and store this weeks F.A. → Journal

Independent Work =  
Spiral Review  
Pg. 175  
- Daily Routines pgs. 77-78

pg 79-80  
Play Match Game

write good for next week's F.A.

Week of: 1-11-10

Students in Small Group: Math

	Monday	Tuesday	Wednesday	Thursday 1.2	Friday
Standards	Multiple	AF 2.1	AF 2.2	AF 2.2	NS 3.3
Objectives	- Go over Friday Assessment with Students 40% or less	- solve for equations using +, - write too	- solve for equations using x, ÷, write too	Understand and solve expressions with ( )	To learn 2x2 multiplication using the lattice method.
Procedures	- Each student takes turn identifying mistakes - Go over - pair up to correctly solve	- Use ELL workbook to see basic prob. - work backwards - Pair/Share	- Teach inverse relationship - Teacher guided problems - Pair/Share	- revisit PEMDAS - try to solve problem w/ & w/out to show importance	- slowly go over each step - students journal - Teacher guided problem - Individual attempts
Assessments	problem and write down steps to solve - partner attempts to solve a	Quiz = 1. $4 + y = 10$ 2. $m + 16 = 40$ 3. $e + 33 = 44$ 4. $b - 24 = 56$	Quiz = $2y = 10$ $a \div 7 = 20$ $c + 3 = 15$ $5x = 25$	write Board problems ✓ for accuracy	Informal Observation of lattice method use.

My turn, your turn: similar problems using the steps as a resource

$6b = 42$



Vocabulary	Review: Theme, persuade, fact, opinion, suggest	Review: Theme, persuade, fact, opinion, suggest	Review: Theme, persuade, fact, opinion, suggest	Review: Theme, persuade, fact, opinion, suggest	Review: Theme, persuade, fact, opinion, suggest
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**Small Group Accommodations**

Language Arts(first row below)

Extra help with packet (same group working with me)	Extra help with packet (same group working with me)	Small group story help	Small group reinforcement on facts and opinions	Assist and Reinforce concepts in small group
Find surface area	Compare fractions, percent, and decimal	Use number line to order integers	Add and subtract fractions	Review and Testing

Math (first row immediately above)

Vocabulary	Surface area, volume	Area of triangle, area of parallelogram	angles	Decimal place	
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Monday	Tuesday	Wednesday	Thursday	Friday
<p>Math Solve 2 surface area and 2 volume problems</p> <p>Language Art Use at least 3 strategies to answer questions</p>	<p>Find the area of 3 problems with triangle and parallelogram each</p> <p>use strategies to answer questions</p>	<p>Find the sum of angles of a triangle and parallelogram</p> <p>Compare and identify correct spelling of words</p>	<p>Add and divide with decimals 2 digits</p> <p>Identify synonym and combine sentences</p>	<p>Friday Testers</p> <p>Find main idea and analyze text in sequence</p>