

Teacher: Mico

Subject: READING

Time of Day: 8:00-9:45 (Kindergarten and 1st Grade-Calendar Time 8:00 am)

Day/Date: Monday- Friday Jan 5-9

*Topic or Focus	Reading
Marzano's Instructional Strategy	Highlighting and finding key details to find point of view
*Essential/Guiding Questions	<ul style="list-style-type: none">• How can the reader's point of view differ from that of the narrator and characters?
*Learning Targets	What students should know . . . <ul style="list-style-type: none">• What point of view means
	What students should be able to do . . . <ul style="list-style-type: none">• Readers' points of view may differ from the point of view of the narrator and characters.• Skilled readers create their own point of view based on their experiences which shape the way they think about what is said or done by the narrator and characters.
*Common Core State Standards I can... Crosswalk Standards (Grades 3-5)	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. I can tell the difference between what I think and what the author or characters might think. SL3.1 a-c Engage effectively in a range of collaborative discussions with diverse partners building on others ideas and expressing their own clearly. I can effectively participate in discussion and share my ideas. I can follow appropriate questions to help me understand discussion, such as taking turns
Resources Needed for Lesson	Short Point of View stories

<p>*Pre-requisite vocabulary</p>	<p><u>Academic Vocab</u> Point of view Characters narrator distinguish</p>
<p>Assessment (Remember-pretest is the summative and should be given on the first day of the new lesson) *A large % of summative assessments should come from Crafter*</p>	<p>Pretest Point of View- Monday</p>
<p>Activating prior knowledge or connections to previous instruction</p>	<p>Monday: I will write the word point of view on chart paper. The students will discuss with their tables what point of view means when reading. They will have one student write on the chart paper what it means to their tables. Tuesday: I will read a short paragraph and the students will discuss with their tables what point of view it is read in Wednesday: Students will complete a Bellringer with their tables about point of view. We will discuss as a group Thursday: Students will write what point of view means to them Friday: Students will discuss what good test-taking skills are and we will discuss the list.</p>
<p>Sequence of Instruction (Following Sequence of Instruction for each content area)</p>	<p>8:00-8:15am (I do...) Monday</p> <ul style="list-style-type: none"> • Discuss I can statement and essential questions • I will continue to read Sinister Spiders of Saginaw- Michigan Chillers Series <p>Before: Summarize by discussing what happened in the prior chapter During: Ask questions while reading After: We will discuss as a class what happened in the chapter Tuesday</p> <ul style="list-style-type: none"> • Discuss I can statement and essential questions • I will continue to read Sinister Spiders of Saginaw- Michigan Chillers Series <p>Before: Summarize by discussing what happened in the prior chapter</p>

During: Ask questions while reading
After: We will discuss as a class what happened in the chapter

Wednesday

- Discuss I can statement and essential questions
- I will continue to read Sinister Spiders of Saginaw- Michigan Chillers Series

Before: Summarize by discussing what happened in the prior chapter

During: Ask questions while reading

After: We will discuss as a class what happened in the chapter

Thursday

- Discuss I can statement and essential questions
- I will read Sinister Spiders of Saginaw

Before: Summarize by discussing what happened in the prior chapter

During: Ask questions while reading

After: We will discuss as a class what happened in the chapter

8:15-8:35am (I do/We do...)

Monday

- I will introduce the academic vocabulary
- Students will complete vocab graphic organizer for 2 words

Tuesday

- I will review the academic vocabulary
- Students will complete vocab graphic organizer for 2 words

Wednesday

- I will review the academic vocabulary
- Students will complete vocab graphic organizer for 2 words

Thursday

- I will review the academic vocabulary
- Students will complete vocab graphic organizer for 2 words

Friday

- Students will complete a test on the academic vocab for this unit

8:35-8:50am (I do/We do...)

Monday

- I will create a point of view word list so the students have key words to determine the point of view
- Together we will read short paragraphs and pick out the point of views

Tuesday

- I will review the anchor chart
- Together we will read short paragraphs and pick out the point of view

	<p>Wednesday</p> <ul style="list-style-type: none"> • I will review the anchor chart • Together will discuss key words to help identify the point of view • Students will complete a point of view scavenger hunt after reading a story as a class <p>Thursday</p> <ul style="list-style-type: none"> • I will review the chart • Students will complete a cut/paste point of view with a partner. I will review it with them as a class <p>Friday</p> <ul style="list-style-type: none"> • I will go over the point of view summative assessment
	<p>8:50-9:20am (They do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • Students will complete point of view activity with a partner <p>Tuesday</p> <ul style="list-style-type: none"> • Students will complete point of view activity with a partner <p>Wednesday</p> <ul style="list-style-type: none"> • Students will complete point of view activity- formative assessment <p>Thursday</p> <ul style="list-style-type: none"> • Students will complete point of view activity with their tables <p>Friday</p> <ul style="list-style-type: none"> • Students will complete point of view- summative assessment
	<p>9:20-9:45am (They do...)</p> <p>Monday: Reading Bellringer- I model</p> <p>Tuesday: Reading Bellringer- I model</p> <p>Wednesday: Reading Bellringer- independently</p> <p>Thursday: Reading Bellringer - partner</p> <p>Friday: Reading Bellringers- partner</p>
<p>Wrap-up or student reflection</p>	<p>Monday: Students will write what they learned about point of view today</p> <p>Tuesday I will review the point of view activity with the class to check for understanding</p> <p>Wednesday: I will review the formative assessment</p> <p>Thursday: I will review the cut/paste point of view activity</p> <p>Friday: I will review the summative assessment</p>
<p>Summative Assessments (Please attach)</p>	<p>Formative assessment – Wednesday</p> <p>Summative - Friday</p>
<p>Technology Needed</p>	<p>Promethean Board</p>
<p>Special Education Accommodations/</p>	<p>KTH-Repeated Directions, use highlighter</p>

Modifications *See Mrs. Lipscomb/Ms. Girson*	
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Teacher: Mico
 Subject: WRITING
 Time of Day: Mon: 9:50-10:35, Tues-Thurs: 2-2:45, Fri: 9:50-10:35
 Day/Date: Monday-Friday Jan 5-9

*Topic or Focus	Writing
Marzano's Instructional Strategy	Using Rubrics and Graphic Organizers
*Essential/Guiding Questions	How does a writer effectively convey real or imagined experiences and events to entertain or enlighten the audience?
*Learning Targets	What students should know . . . How to write a paragraph story.
	What students should be able to do . . . Quality narrative writing uses character development, event sequence, dialogue and closure to clearly share an experience with the audience.
*Common Core State Standards I can... Crosswalk Standards (Grades 3-5)	W.3.3a; Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally W.3.3b; Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3c; Use temporal words and phrases to signal event order. W.3.3d; Provide a sense of closure. I can write a story. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. I can stay focused and organized in my writing. W.3.5 With guidance and support from peers and adults, develop

	<p>and strengthen writing as needed by planning, revising, and editing.</p> <p>I can plan, edit and revise my writing with the help of peers and adults.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>I can use technology to create pieces of writing and to interact and share ideas with others.</p> <p>L3.1a Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>a. Functions of nouns, pronouns, verbs, adjectives and adverbs</p> <p>I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.</p>
<p>Resources Needed for Lesson</p>	<p>Rubrics</p>
<p>*Pre-requisite vocabulary</p>	<p>Actions Descriptions Experiences Sequence</p> <p>Characters Dialogue Feelings Thoughts</p> <p>Closure Events Phrases</p> <hr/> <p>Event Signal Temporal</p> <p>Order Words</p> <p>Response Situation</p>
<p>Assessment (Remember-pretest is the summative and should be given on the first day of the new lesson) *A large % of</p>	

<p>summative assessments should come from Crafter*</p>	
<p>Activating prior knowledge or connections to previous instruction</p>	<p>Monday: I will write the words "New Years Resolution" on the board. The students will make a list about what a resolution is. Tuesday: Together we will watch a short MLK video pertaining to our writing activity for the week Wednesday: Students will create a list with their group different ways they can help their school, community and home Thursday: Students will read an article with their table about MLK and write 3 things they learned that they didn't know before they read the article Friday: Students will discuss what the MLK project helped them learn</p>
<p>Sequence of Instruction</p> <p>(Following Sequence of Instruction for each content area)</p>	<p>5-8 mins. (I do/We do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • Students will complete 4 min edit • We will complete a bellringer <p>Tuesday</p> <ul style="list-style-type: none"> • Students will complete 4 min edit • We will complete a bellringer <p>Wednesday</p> <ul style="list-style-type: none"> • Students will complete 4 min edit • We will complete a parts of speech bellringer <p>Thursday</p> <ul style="list-style-type: none"> • Students will complete 4 min edit • We will complete bellringer <p>Friday</p> <ul style="list-style-type: none"> • Students will complete 4 min edit • We will complete a bellringer <hr/> <p>15-20 mins. (I do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • Review I can statement and vocab • I will model how to use complete the "New Year's Resolution" paper <p>Tuesday</p> <ul style="list-style-type: none"> • Review I can statement and vocab • I will model how to brainstorm ways to help your community, school and home in a graphic organizer <p>Wednesday</p> <ul style="list-style-type: none"> • Review I can statement and vocab • I will model how to take information from the graphic organizer and put into the rough draft <p>Thursday</p> <ul style="list-style-type: none"> • Review I can statement and vocab • I will model how to edit and revise the helping community, home and school sentences

	<p>Friday</p> <ul style="list-style-type: none"> • Review I can statement and vocab • I will model how to take the revised information and put it into the final copy <p>20-30 mins. (They do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • Students will complete the "New Year's Resolution" paper <p>Tuesday</p> <ul style="list-style-type: none"> • Students will brainstorm ways to help their community, school and home <p>Wednesday</p> <ul style="list-style-type: none"> • Students will complete the rough draft for ways to help their community, school and home <p>Thursday</p> <ul style="list-style-type: none"> • Students will edit and revise their sentences about helping their community, school and home with a partner <p>Friday</p> <ul style="list-style-type: none"> • Students will write the final copy of their MLK project
Wrap-up or student reflection	<p>Monday</p> <ul style="list-style-type: none"> • Students will share their "New Years Resolution" paper <p>Tuesday</p> <ul style="list-style-type: none"> • I will review the brainstorming activity with the students <p>Wednesday</p> <ul style="list-style-type: none"> • I will review the rough draft with the students <p>Thursday</p> <ul style="list-style-type: none"> • Students will explain something that they edited/ revised with a partner <p>Friday</p> <ul style="list-style-type: none"> • Students will share their MLK projects
Summative Assessments (Please attach)	MLK project
Technology Needed	Promethean board
Special Education Accommodations/ Modifications *See Mrs. Lipscomb/Ms. Girson*	KTH- small group support when completing narrative writing

Teacher: Mico

Subject: MATH

Time of Day: Mon: 11:30-12:15, 1:10-1:55, Tues: 10:40-12:15, Wed: 9:50-11:25, Thurs: 9:50-10:35, 11:30-12:15, Fri: 1:10-2:45

Day/Date: Monday- Friday Jan 5-9

*Topic or Focus	Math- Multiplication: Repeated Addition, Array, Equal Groups
Marzano's Instructional Strategy	Graphic Organizers
*Essential/Guiding Questions	<ul style="list-style-type: none">• How can a model be used to show a product?• How can multiplication be used in the real life?• How can numbers tell multiplication stories?• What is multiplication?• What kind of professions would use multiplication and division?• How can I use a multiplication problem to find an unknown in a division problem?• Using the 4 operations, can I build relationships between the numbers?
*Learning Targets	<p>What students should know . . .</p> <ul style="list-style-type: none">• What multiplication is <p>What students should be able to do . . .</p> <ul style="list-style-type: none">• Multiplication is the process of finding the unknown product of repeated addition or representation of equal groups.• Numbers can be written or represented by objects to display equal groups, arrays and area models.• There are many professions that use multiplication and division daily. (e.g. engineer, builder, teacher, chef, etc.)• Knowing that multiplication and division are inversely related, a multiplication fact will show the unknown factor of a division equation.• Knowing the relationship between multiplication and division can be used to break large scale problems into smaller parts.• Properties of operations are used to calculate multiplication and division problems.• The four operations are commonly used to show the relationship between multiplication and division.
*Common Core	3.OA.1; Interpret products of whole numbers, e.g., interpret 5×7

<p>State Standards</p> <p>I can...</p> <p>Crosswalk Standards (Grades 3-5)</p>	<p>as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p>I can understand multiplication by thinking about groups of object</p> <p>3.OA.5: Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property). Students need not use formal terms for these properties.</p> <p>I can use the commutative property of multiplication. I can use the associative property of multiplication. I can use the distributive property of multiplication.</p>
<p>Resources Needed for Lesson</p>	<p>My Math and Curriculum Crafter</p>
<p>*Pre-requisite vocabulary</p>	<p><u>Academic Vocab</u> Multiplication, repeated addition, array, equal groups, factors, product, commutative property of multiplication, associative property of multiplication, distributive property of multiplication</p>
<p>Assessment (Remember-prettest is the summative and should be given on the first day of the new lesson) *A large % of summative assessments should come from Crafter*</p>	
<p>Activating prior knowledge or connections to previous instruction</p>	<p>Monday: Students will complete a MATH-TALK about multiplication and show different strategies they have learned (Review from before break) Tuesday: Students will complete a MATH-TALK about solving a story problem Wednesday: Students will complete a MATH-TALK about solving a multiplication using array Thursday: Students will have a MATH-TALK about solving a story</p>

	problem
<p>Sequence of Instruction</p> <p>(Following Sequence of Instruction for each content area)</p>	<p>15-20 mins. (I do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • Discuss I can statement and essential questions • I will read a multiplication book- Too Many Kangaroo Things To do <p>Tuesday</p> <ul style="list-style-type: none"> • Discuss I can statement and essential questions • I will read a multiplication book- Too Many Kangaroo Things To do <p>Wednesday</p> <ul style="list-style-type: none"> • Discuss I can statement and essential questions. • I will continue to read the multiplication book- Too Many Kangaroo Things To do <p>Thursday</p> <ul style="list-style-type: none"> • Discuss I can statement and essential questions. • I will continue to multiplication book – Too Many Kangaroo Things To do
	<p>10-20 mins. (I do/They do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • Students will quiz each other using their multiplication flipbooks <p>Tuesday</p> <ul style="list-style-type: none"> • Students will quiz each other using their flipbook <p>Wednesday</p> <ul style="list-style-type: none"> • Students will quiz each other using their vocab flipbook <p>Thursday</p> <ul style="list-style-type: none"> • We will play a vocabulary game <p>Friday</p> <ul style="list-style-type: none"> • Students will quiz each other using their flipbook
	<p>20-30 mins. (I do/They do...)</p> <p>Monday</p> <ul style="list-style-type: none"> • I will review each multiplication strategies taught by modeling how to complete them • Students will complete a multiplication problem using all the different strategies they learned- formative <p>Tuesday</p> <ul style="list-style-type: none"> • I will model how to complete commutative property of multiplication problems (flip-flop) • Students will complete commutative property of multiplication task cards in groups <p>Wednesday</p> <ul style="list-style-type: none"> • I will model how to complete associative property of multiplication problems (buddy) • Students will complete associative property of multiplication task cards in groups <p>Thursday</p>

	<ul style="list-style-type: none"> • I will model how to complete distributive property of multiplication problems • Students will complete distributive property of multiplication task cards in a group <p>Friday</p> <ul style="list-style-type: none"> • I will review the 3 different multiplication properties with students. • Students will complete a gallery walk using the properties • Students will complete a multiplication properties formative assessment
	<p>25-30 mins.</p> <p>Monday</p> <ul style="list-style-type: none"> • Multiplication Bellringer- model <p>Tuesday</p> <ul style="list-style-type: none"> • Multiplication Bellringer- model <p>Wednesday</p> <ul style="list-style-type: none"> • Multiplication Bellringer- partner <p>Thursday</p> <ul style="list-style-type: none"> • Multiplication Bellringer- partner <p>Friday</p> <ul style="list-style-type: none"> • Multiplication Bellringers- partner
Wrap-up or student reflection	<p>Monday: I will review the strategy worksheet</p> <p>Tuesday: I will review the task cards group work</p> <p>Wednesday: I will review the task cards group work</p> <p>Thursday: I will review the task cards group work</p> <p>Friday: I will review the formative assessment</p>
Summative Assessments (Please attach)	Formative assessment -Monday and Friday
Technology Needed	Promethean Board Computer- Discovery education, study island
Special Education Accommodations/ Modifications *See Mrs. Lipscomb/Ms. Girson*	KTH- Peer tutoring on multiplication facts

Teacher: Mico

Subject: Social Studies

Time of Day: 8:30-9:15

Day/Date: Tuesday and Thursday Jan 6 and 8

*Topic or Focus	Social Studies- Michigan Economics
Marzano's Instructional Strategy	Graphic organizer- chart for information

<p>*Essential/Guiding Questions</p>	<ul style="list-style-type: none"> • How do scarcity and choice affect what is produced and consumed in Michigan? • How is Michigan part of the national and global economies? • What do people consider in deciding what to produce and consume in Michigan?
<p>*Learning Targets</p>	<p>What students should know . . . What economics is</p> <hr/> <p>What students should be able to do . . .</p> <ul style="list-style-type: none"> • Michigan’s natural resources and climate influence the kinds of businesses that are here. • People make choices to purchase goods and services based on their own needs and wants and ability to pay. • When people don’t have much money, they can’t buy as much so businesses produce less
<p>*Common Core State Standards</p> <p>I can...</p>	<p>E.3.0.1: Identify products produced in other countries and consumed by people in Michigan E2.0.1: Using a Michigan example, describe how specialization leads to increased interdependence I can understand Michigan economics.</p>
<p>Resources Needed for Lesson</p>	<p>Curriculum Crafter, MC3</p>
<p>*Pre-requisite vocabulary</p>	<p>choice entrepreneurship location scarcity economic activities incentives natural, human and capital resources (productive resources) specialization economic development interdependence role of government trade economics</p>
<p>Assessment (Remember—pre-test is the summative and should be given on the first day of the new lesson)</p> <p>*A large % of summative assessments should come from Crafter*</p>	<p>Summative - Thursday</p>

Activating prior knowledge or connections to previous instruction	Tuesday: Students will discuss what they learned about Michigan economics at their tables Thursday: Students will explain the project they are working on with their tables (expectations)
Instructional delivery (I do...We do...They do...You do...)	I do.... Tuesday <ul style="list-style-type: none"> • I will discuss and go over the chapter review Thursday <ul style="list-style-type: none"> • I will explain the Michigan economics test
	We do.... Tuesday <ul style="list-style-type: none"> • Together we will read through the questions to check for understanding Thursday <ul style="list-style-type: none"> • Together we will read through the assessment
	They do.... Tuesday <ul style="list-style-type: none"> • Students will complete the review with a partner Thursday <ul style="list-style-type: none"> • Students will complete the assessment
	You do it (<u>Formative Assessment</u>)- Tuesday <ul style="list-style-type: none"> • I will review the review Thursday <ul style="list-style-type: none"> • I will review the assessment
	Wrap-up or student reflection
Summative Assessments (please attach)	Summative- Thursday
Technology Needed for Lesson	Promethean Board
Special Education Accommodations/ Modifications	KTH- Repeated directions on formative assessment

Teacher: Mico

Subject: Science

Time of Day: 1:10-1:55

Day/Date: Tuesday and Thursday Jan 6 and 8

*Topic or Focus	Surface Changes
Marzano's Instructional Strategy	Graphic organizers
*Essential/Guiding Questions	<ul style="list-style-type: none">• How does Earth's surface change over time?
*Learning Targets	What students should know . . . What earth surface changes are
	What students should be able to do . . . <ul style="list-style-type: none">• The surface of Earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
*Common Core State Standards I can...	E.SE.E.2 Surface Changes- The surface of Earth changes. Some changes are due to slow process, such as erosion and weathering and some changes are due to rapid processes, such as landslides, volcanic eruptions and earthquakes E.SE.3.22 Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes. Landslides and earthquakes) I can identify and describe surface change.
Resources Needed for Lesson	Curriculum crafter
*Pre-requisite vocabulary	change in Earth's surface glacier landslide volcano earthquake harmful change rock breakage weathered rock erosion helpful change volcanic eruption weathering
Assessment (Remember—pre-test is the summative and should be given on the first day of the new lesson)	Pretest- Surface Changes

A large % of summative assessments should come from Crafter	
Activating prior knowledge or connections to previous instruction	<p>Tuesday: I will have the students brainstorm what surface change means</p> <p>Thursday: Students will watch a short video on earth's surface changes</p>
Instructional delivery (I do...We do...They do...You do...)	<p>I do....</p> <p>Tuesday</p> <ul style="list-style-type: none"> I will explain the chapter pretest <p>Thursday</p> <ul style="list-style-type: none"> I will explain what erosion and weathering are
	<p>We do....</p> <p>Tuesday</p> <ul style="list-style-type: none"> We will complete the pretest together as I read the questions aloud Students will create a Surface Change mini-book completing erosion and weathering
	<p>They do....</p> <p>Tuesday</p> <ul style="list-style-type: none"> Students will complete the pretest <p>Thursday</p> <ul style="list-style-type: none"> Students will take a formative assessment about erosion and weathering
	<p>You do it (<i>Formative Assessment</i>)-</p> <p>Tuesday</p> <ul style="list-style-type: none"> I will review the pretest <p>Thursday</p> <ul style="list-style-type: none"> I will review the formative assessment
Wrap-up or student reflection	<p>Tuesday</p> <ul style="list-style-type: none"> Students will write one thing they hope to learn about by completing the surface changes pretest <p>Thursday</p> <ul style="list-style-type: none"> Students will complete the weathering and erosion worksheet with their tables
Summative Assessments (please attach)	
Technology Needed for Lesson	Promethean Board
Special Education Accommodations/ Modifications	KTH- Repeated directions on formative assessment

