Teacher: ROBINSON/HAL Date: 11/11-15 Subject: LANGUAGE/WRITING Period: 2ND

|  |
| --- |
| **ACAP PRACTICE AND TESTING****Alabama CCRS/COS: Standards** L.R.2.A USE CORRECT CAPITALIZATION. |

|  |
| --- |
| **Outcome(s)/Objective(s)STUDENTS WILL BE ABL TO*** learn about choosing a multimedia element for an informational text.
* finish revising their informational writing.
* review Unit 2 grammar, usage, and mechanics lessons.
* review the writer‛s goals for their informational text.
* meet in writer‛s conferences to receive feedback on their drafts.
* take part in revising an informational text.
* review writer’s goals for the informational text.
* begin planning a visual element to include when publishing.
* revise their drafts of an informational text.
* learn about simple sentences, sentence types, and end
* learn about and determine shades of meaning.
* build oral language skills.
* finish editing an informational text.
* choose a visual element to be included when publishing.
* review simple sentences, sentence types, and end punctuation.
* review regular plural nouns.
* review shades of meaning.
* build oral language skills.

 |

**ACTIVATING LEARNING STRATEGY/STRATEGIC TEACHING STRATEGIES:**

**This Week’s Vocabulary:**

**CAPITALIZATION**

**PREPOSITIONS**

**PLURAL AND IRREGUALR NOUNS**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |   |   |   |   |   |   |   |   |   |   |
|  [ ]  | KWL |  |  [ ]  Word Splash |   | [ ]  Anticipation Guide |  | [ ]  Lecture |  | [x]  Graphic Organizer/VLT |   | [ ]  Poem, Rhymes, etc. |
|  [ ]  | Survey |   |  [ ]  Possible Sentence |   | [ ]  Think-Pair-Share |  | [ ]  Reading |   | [ ]  Pictograph |   | [ ]  Acronyms/Word |
|  [ ]  | First Word |   |  [ ]  Concept Map |  | [x]  Vocabulary Overview |   | [ ]  Model |   | [ ]  Diagram |   | [x]  Other: AROUND THE ROOM AUTHENTIC RELATIONS\_\_\_\_\_\_\_\_\_\_\_\_ |
|  [x]  |  Word Map |   |  [ ]  Frayer Model |  | [ ]  Daily Language Practice (DLP)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |   | [x]  Hands-on |   | [ ]  Mind Map/Visual Guide |  |  |
|   |   |   |   |   |   |   |   |   |   |   |   |
| **Engagement Strategies:**[x]  - Collaborative Group Work [ ]  - Writing to Learn [ ]  - Literacy Groups [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  - Questioning Techniques [ ]  - Scaffolding Text [x]  -Classroom Talk [x]  - T.W.I.R.L. |
| **Technology Integration:** [x]  Smart board [ ]  Document Camera [ ]  IPADS [ ]  Mac Books [x]  Computers [ ]  Kindles [ ]  Interactive Tablets [ ]  Digital/ Video Camera [ ]  Clickers [ ]  ACCESS [x]  Computer Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

**PROCEDURAL CONTENT (application)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ***Essential Question*** | HOW CAN I DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS? | HOW CAN I DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS? | HOW CAN I DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS? | HOW CAN I DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS? | HOW CAN I DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS? |
| ***Daily Objective(s)******I Can Statement***  | **I CAN** DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS. | **I CAN** DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS. | **I CAN** DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS. | **I CAN** DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS. | **I CAN** DISTINGUISH PREPOSITIONS, CAPITALIZATION,AND PLURAL AND IRREGULAR NOUNS. |
| *Preview* *(Before)**Warm-up- Hook* | SAY SOMETHING | REVIEWSAY SOMETHING | REVIEWSAY SOMETHING | REVIEWSAY SOMETHING | TEST |
| *Instruction* *(During)*I Do-We Do-Y’all Do-You Do- | INDEPENDENT PRACTICEGRAPHIC ORGANIZERWRITING SPELLING ORALLY PRETEST | INDEPENDENT PRACTICEGRAPHIC ORGANIZERWRITING-PREWRITING INFORMATIONAL WRITING PREPOSITIONS FOUNDATION SKILLSWORD ANALYSISPHONIC AND DECODING | INDEPENDENT PRACTICEGRAPHIC ORGANIZERWRITING-DRAFTINGINFORMATIONAL WRITING SPELLING Greek roots phon and graph, PREFIXES tele auto | INDEPENDENT PRACTICEGRAPHIC ORGANIZERINFOMATIONAL WRITINGPREPOSITIONS AND PREPOSITIOANL PHRASES | TESTINFOMATIONAL WRITINGPREPOSITIONS AND PREPOSITIOANL PHRASES |
|  Small Groups | GROUP WORKPRACTICE SKILLS  | GROUP WORKPRACTICE SKILLS  | GROUP WORKPRACTICE SKILLS  | GROUP WORKPRACTICE SKILLS  | GROUP WORKPRACTICE SKILLS  |
| *After/Homework* | GRAND CONVERSATION | GRAND CONVERSATION | GRAND CONVERSATION | GRAND CONVERSATION | TEST |
| **Assessment (Formative):** [x] Class work [ ] Notebook [ ] Homework [x] quizzes [ ] Tests [x] Computer activities [x] Collaborative work [x]  Project/ Other: |

**Assessment (Summative):** [x] Quizze**s** [x] T**ests** [ ] Group activities **[ ]** Project based **[ ]** Other:

**Summarizing****:** [ ]  3-2-1 [ ]  Ticket out the Door [x]  The Important Thing [ ]  Cue Cards [x]  Teacher Questions [x]  Student Summary [ ]  Other: