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

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| **ACAP PRACTICE AND TESTING**  **Alabama CCRS/COS: Standards**  LF.WR.EXP.W.34LF.CO.REC.L.27LF.WR.EXP.S.42.aLF.WR.EXP.W.38.f LF.WR.EXP.W.38.c  LF.WR.EXP.W.38.fLF.WR.EXP.W.38.e LF.PH.REC.R.3LF.PH.1LF.PH.EXP.W.4  WL.8.5 WRITING COMPLEX SENTENCES TO VARY SENTENCE STRUCTURE.  L.R.2.A USE CORRECT CAPITALIZATION.  4.L..3b- TSW choose punctuation for effect.  4.L2d- TSW spell grade-appropriate words correctly, consulting references as needed. 4.W.1b – TSW provide reasons that are supported by facts and details.  4. L.3b- I can understand and apply the use of punctuation.  4.L2d- I can spell words correctly. I can refer to sources when I need help spelling words.  4.W.1b- I can write a summary paragraph.  TSW FORM AND USE REGULAR AND IRREGULAR PLURAL NOUNS, PREPOSITIONS, AND CAPITALIZATION. L.3.1B |

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| **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**

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

**PROCEDURAL CONTENT (application)**

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|  | | **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 | REVIEW  SAY SOMETHING | REVIEW  SAY SOMETHING | REVIEW  SAY SOMETHING | TEST | |
| *Instruction*  *(During)*  I Do-  We Do-  Y’all Do-  You Do- | | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  WRITING  SPELLING  ORALLY PRETEST | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  WRITING-PREWRITING  INFORMATIONAL WRITING  PREPOSITIONS  FOUNDATION SKILLS  WORD ANALYSIS  PHONIC AND DECODING | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  WRITING-DRAFTING  INFORMATIONAL WRITING  SPELLING  Greek roots phon and graph, PREFIXES tele auto | INDEPENDENT PRACTICE  GRAPHIC ORGANIZER  INFOMATIONAL WRITING  PREPOSITIONS AND PREPOSITIOANL PHRASES | TEST  INFOMATIONAL WRITING  PREPOSITIONS AND PREPOSITIOANL PHRASES | |
| Small Groups | | GROUP WORK  PRACTICE SKILLS | GROUP WORK  PRACTICE SKILLS | GROUP WORK  PRACTICE SKILLS | GROUP WORK  PRACTICE SKILLS | GROUP WORK  PRACTICE SKILLS | |
| *After/Homework* | | GRAND CONVERSATION | GRAND CONVERSATION | GRAND CONVERSATION | GRAND CONVERSATION | TEST | |
| **Assessment (Formative):** Class work Notebook Homework quizzes Tests Computer activities Collaborative work  Project/ Other: | | | | | |

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

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