B. B. C. / Blackboard Configuration

Open Court / Unit 4 (Making a New Nation) Lesson 5

The Master Spy of Yorktown

**Learning Objectives:**

Power Standard: Author’s Point of View (Power Standard) R2Cc

* Monday:
* Point of view describes the kind of narrator an author uses. A narrator of a story is the story teller, and the reader sees the action of a story through the narrator’s eyes. If a narrator is part of the action, the story is being told in the first-person point of view and often uses words like I, me or ours. If the narrator is removed from the action, then the story is being told from the third-person point of view and often uses words like he, she they or him
* Tuesday:
* Students will identify some of the techniques author use to illustrate the point of view. The narrator seems to know future events. Foreshadowing shows that the narrator is looking back to events that already happened.
* Wednesday:
* Students will identify instances in which the author illustrates the third-person point of view by having the narrator foreshadow events to come.
* Thursday:
* Review with students what they have learned about the difference between first person and third person point of view. Point to the students that the narrator continues to tell what happened and would happen to the people. Explain what omniscient third person is (Tell students that omniscient third person means all knowing)
* Friday:
* (Review) *Point of view describes the kind of narrator an author uses. A narrator of a story is the story teller, and the reader sees the action of a story through the narrator’s eyes. If a narrator is part of the action, the story is being told in the first-person point of view and often uses words like I, me or ours. If the narrator is removed from the action, then the story is being told from the third-person point of view and often uses words like he, she they or him*



**Do Now:**

* Penmanship Cursive Letters q, r, s, t, and u (Lower case)

**Checking Comprehension**

 **Monday:** Clues / Problem / Wonderings

**Checking Comprehension**

**Tuesday:** who was James Armistead ?

**Checking Comprehension**

**Wednesday:** What was James Armistead connection to the Marquis ode Lafayette and Lord Charles Cornwallis?

**Focus Question**

**Thursday:** What is the main topic of this selection?

**Friday:** How was Armistead able to help Lafayette and his troops defeat Cornwallis?



Agenda:

* Complete Do Now.
* Write down HW in planner, show HW to me.
* Hand in last night’s HW.
* Review agenda.
* Review objective for today.
* **Monday:**
* **1. Writing Prompt: “Random Acts of Kindness Day.”  Make a list of 5-10 acts of kindness that you can perform over the next week or month.  You may also want to keep track of acts that you do, but were not on your list.  Remember, you can help anyone…young, old, family, friend, stranger.  Your random act can be as simple as picking up and returning an item someone dropped.**
* *2. Clues / Problems / Wonderings*
* *3. Write a script for this story*
* *4. Study Island 10 questions (Context Clues) copy the worksheet and answer the questions.*
* *Intervention (Acuity 5 questions) Make sure you keep a copy of your responses. Number each one.*
* **Tuesday :**
1. *In small groups students will present their Clues /Problems/ Wonderings.*
2. *Read and discuss Lesson 2 story*
3. *2. Mini lesson / Word Knowledge (internet activity.)*
4. *3. Weekly Vocabulary introduced*

 *4. Writing* ***activity “***? (Prewriting)

 -*5.* Spelling Activity (spellingcity.com). Students will write a sentence for each word.

* **Wednesday:**
1. *Students will work in cooperative groups to create a project. R3Cd (The Real Story :The Three Pigs)*
2. *2. Lesson 2 Context Clues (open Court) Internet websites record contexts clues for lesson 2.*
3. *3 writing activity – Prewriting activity).*
4. *4. Spelling Activity 2 (spelliingcity.com).*
5. *Students will utilize spelling word in a word game. Language Arts (Grammar) Main and auxiliary verbs.*
* **Thursday:**
* *1. Book Review (Write a book review on the book you have read for Book Club.*
* *2. Write your first 1st draft for your writing prompt.*
* *3. Pre-spelling test*
* *4. Spelling Activity 3 (spellingcity.com).*
* **Friday:**
* *1. Writing Process (ideas and organization) Students will edit writing piece.*
* *2. In cooperative groups students will share writing piece and offer helpful suggestion for improvement of each other writing piece.*



**Homework:**

**Monday:**

* Language Comprehension p. 110
* Graphic Organizer (Write your 1st draft for your writing prompt
* Spelling Packet p.86
* Write a definition for each of spelling word
* Write a definition for each vocabulary word (Word Knowledge)
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Tuesday:**

* \* Language Comprehension p. 111
* Complete writing piece draft 2 (edit)
* Spelling Packet p. 87
* Write a sentence for each spelling word
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Wednesday:**

* Language Comprehension Book p. 112
* Spelling Packet p. 88
* Syllabication (Divide each word into syllables)
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Thursday:**

* Language Comprehension Book p.113
* Spelling Packet p. 89
* Write each spelling word 10 x’s each.
* Study your test taking strategies
* Review your Cornell Notes taken in class

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**Friday:**

* Write a story using all spelling words from this lesson
* Read 3 chapters in your Book Club book and write a short summary to share with you cooperative group
* Study your test taking strategies
* Review your Cornell Notes taken in class

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Open Court Differentiation Instruction

*Modifications and Accommodations made in Mr. Willis’s Class*



Spelling

* Spelling lists shortened to student ability
* Spelling tests given in a variety of formats
* Directions modified
* Spelling words used in a variety of ways
* Frequent checks for understanding
* Students given extra time to complete assignments

Writing:

* Students given extra modeling and cueing while writing
* Students given assistance filling out graphic organizers and organizing thoughts
* Students read their writing aloud to another student or teacher
* Written assignments expected to be shorter than the rest of the class
* Directions paraphrased/ Modified
* Frequent checks for understanding
* Students given extra time to complete assignments

Reading:

* Students given extra time to complete assignments
* Directions modified/ paraphrased
* Book report books chosen based on student reading level
* Students review story in small groups
* Students use alternate projects to demonstrate understanding (occasionally)
* Length of assignments is modified
* Graphic Organizers used to organize what happened in the story
* Students complete work with cueing/ accommodations