B. B. C. / Blackboard Configuration

Open Court / Unit 4 (Making a New Nation) Lesson 1

**Learning Objectives:**

Power Standard: R2Cb / Main Idea

* Monday:

**Lesson 1: What’s the Main Idea?**

**Learning Outcome**

Explain the main idea of a poem.

**Duration**

Approximately 2 Days (35-40 minutes for each class)

**Necessary Materials**

*Provided*: Main Idea Chart 1, Main Idea Chart 2, Main Idea Mania Worksheet (Student Packet, page 6)
*Not Provided*: Chart paper, markers, *Words With Wings,* selected by Belinda Rochelle

**Lesson Plan**

* **ACTIVATION & MOTIVATION**

Bring in a copy of your favorite book or movie to show to the class. Briefly tell students what the book or movie is about. Then, ask students to share their favorite book or movie with the class and describe what the book or movie is about.

Website : <http://www.readworks.org/lessons/grade5/words-wings-treasury-african-american-poetry-and-art/lesson-1>

* Tuesday:
* [**Build Background Knowledge**](http://www.readworks.org/lessons/grade5/words-wings-treasury-african-american-poetry-and-art)
* Build background knowledge for this unit by introducing your students to African American art and artists that accompany the poetry in the book. For example, Romare Bearden's painting "Family" can be found next to the poem "Little Brown Baby." Ask students why they think the poem is paired with this picture. Provide background information about this famous African American artist. Romare Bearden grew up in the South, but migrated North to Harlem as a child. There, Bearden worked as a social worker and painted the world around him. Bearden loved music, and during the Harlem Renaissance, a time of great African American creativity centered mostly in Harlem, he was inspired by the jazz and blues music of New York City. Not only did he paint city scenes, but he also painted stories from literature. Share some of Bearden’s works with your class, and explain that Bearden not only painted, he also incorporated collage into his work by cutting out images and pasting them together in artistic ways.
* Wednesday:

**K-6 LESSONS: Main Idea**

**Lesson 2: The Best Main Idea**

**Learning Outcome**

Choose the best main idea.

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided*: Direct Teaching and Guided Practice Passage, “Baseball” and Worksheet; Guided Practice Passage, “The First Day of School” and Worksheet; Independent Practice Passage, “Snow Day!” and Worksheet

**Lesson Plan**

* **ACTIVATION & MOTIVATION**

Unpacking the main idea! Pull the following items out of a bag: a toothbrush, toothpaste, dental floss, and mouthwash. Ask students to turn and talk to a partner about what they think the big idea of the bag is based on the items. Chart their ideas, but limit choices to two. Lead students to determine that the unpacked “big idea” is keeping your teeth clean.

* Thursday:

**K-6 LESSONS: Main Idea**

**Lesson 3 : The Best Main Idea**

**Learning Outcome**

Choose the best main idea.

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided*: Direct Teaching and Guided Practice Passage, “Baseball” and Worksheet; Guided Practice Passage, “The First Day of School” and Worksheet; Independent Practice Passage, “Snow Day!” and Worksheet

**Lesson Plan**

* **ACTIVATION & MOTIVATION**

Unpacking the main idea! Pull the following items out of a bag: a toothbrush, toothpaste, dental floss, and mouthwash. Ask students to turn and talk to a partner about what they think the big idea of the bag is based on the items. Chart their ideas, but limit choices to two. Lead students to determine that the unpacked “big idea” is keeping your teeth clean.

Website - <http://www.readworks.org/lessons/grade1/main-idea/lesson-1>

* Friday:

**Lesson 1: Topic Sentence**

**Learning Outcome**

Identify the main idea of a paragraph using the topic sentence of the paragraph.

**Duration**

Approximately 50 minutes

**Necessary Materials**

*Provided*: Direct Teaching and Guided Practice Passage,“Buckle Up?;” Independent Practice Passage, “Hawaii Quakes, Then Shakes” and Worksheet
*Not Provided*: N/A

**Lesson Plan**

* **DIRECT TEACHING**



will explain that strong paragraphs have a topic sentence. This topic sentence is what the paragraph is mainly about. Often, it is the first or last sentence in a paragraph but sometimes it is in the middle of the paragraph. I will model the strategy of finding the sentence that the paragraph is mainly about in order to identify the main idea. I will read the first two paragraphs of “Buckle Up?” (provided in Books and Passages) and identify the sentences that are the main idea (or the topic sentence) in the paragraphs.



**Do Now:**

* Penmanship Cursive Letters u, v, w, x, y and z (Lower case)

**Checking Comprehension**

 Monday: Clues / Problem / Wonderings

**Checking Comprehension**

Tuesday: What were the political religious, social and economic practices of people during this time period?

**Checking Comprehension**

Wednesday: What brought about the American Revolution?

**Focus Question**

Thursday: Why did the colonist want independence from England’s rule?

Friday: What was the difference between the loyalists and the Patriots?



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 Today is “Get a Different Name Day.”  Some of you may know why you have the name you do, or what your name means.  If you could give yourself a different name just for today, what would it be and why would select that name?*
* *2. Clues / Problems / Wonderings*
* *3. Write a script for this story*
* *4. Study Island 15 questions ( Main idea) copy the worksheet and answer the questions.*
* **Tuesday :**

 1. *In small groups students will present their Clues /Problems/ Wonderings.*

 *2. Mini lesson / Word Knowledge (internet activity.*

 *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. 100
* Graphic Organizer (Write your 1st draft for your writing prompt
* Spelling Packet p.77
* Write a definition for each of spelling word
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Tuesday:**

* \* Language Comprehension p. 101
* Complete writing piece draft 2 (edit)
* Spelling Packet p. 78
* Write a sentence for each spelling word
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Wednesday:**

* Language Comprehension Book p. 102
* Spelling Packet p, 79
* Write a definition for each Vocabulary word
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Thursday:**

* Language Comprehension Book p.103 and 104
* Spelling Packet p. 80
* Divide each spelling word into syllables (syllabication).
* 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:**

* Language Comprehension Book p.103 and 104
* 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

**B. B. C.** / Blackboard Configuration

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