B. B. C. / Blackboard Configuration

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

The Declaration of Independence

**Learning Objectives:**

Power Standard: Drawing Conclusions (making inferences) R2C5b

* Monday:
* **Drawing Conclusions Lesson Plans:**
* [The Gingerbread Boy Comes Alive](http://www.teachers.net/lessons/posts/3629.html)
* Students make cut-out gingerbread cookies. After reading "The Gingerbread Boy", their cookies "disappear" and students must make predictions and draw conclusions about what happened to their cookies
* Tuesday:

[Reading and Responding](http://www.doe.state.la.us/lde/uploads/2357.pdf)

Students learn about drawing conclusions using a nonfiction selection. Students also identify main ideas and respond to cause and effect questions.

* Wednesday:

[Making Inferences and Drawing Conclusions](http://www.beaconlearningcenter.com/Lessons/3767.htm)

Students make several inferences based on the reading of Shel Silverstein poems. They write their own poetry and complete an assessment in which they differentiate between sentences that are stated or inferred.

* Thursday:

[Preserving Memories With a Patchwork Quilt](http://standards.isbe.net/scripts/lessonplan_page.plx?folder=preserving_memories_with_a_patchwork_quilt369&goal_number=2&standard_letter=&grade_level=&benchmark_letter=)

Students use a story by Valerie Fournoy, "The Patchwork Quilt", to learn about drawing conclusions. They then design their own classroom quilt.

* Friday:

[Drawing Conclusions](http://www.k12.dc.us/Dcps/Standards/Grade-level/Grade%204/WS-ELA-grade%204-ad2.pdf)

Students design a poster about a character in a fiction book they have been reading. They have to draw conclusions about the main character. Their poster has to include a description of their character, an illustration, and inferences about their character

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**Do Now:**

* Penmanship Cursive Letters k, l, m, n, o, and p (Lower case)

**Checking Comprehension**

**Monday:** Clues / Problem / Wonderings

**Checking Comprehension**

**Tuesday:** Who were the people who drafted and signed the Declaration of Independence?

**Checking Comprehension**

**Wednesday:** What was the significance of the Declaration of Independence document?

**Focus Question**

**Thursday:** Who wrote the Declaration of Independence?

**Friday:** Was the entire for independence? Explain ?

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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: On this day in 1820, Susan B. Anthony was born.  Anthony was known for her work with the women’s civil rights movement in the mid-1800s.  Why do think it was so important for the women of that time to have the same rights as men?**
* *2. Clues / Problems / Wonderings*
* *3. Write a script for this story*
* *4. Study Island 15 questions (Drawing Conclusions / Making Inferences) 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. (“Patchwork Quilt )*
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) context clues .*

* **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.*

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**Homework:**

**Monday:**

* Language Comprehension p. 114
* Graphic Organizer (Write your 1st draft for your writing prompt
* Spelling Packet p.90
* 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. 115
* Complete writing piece draft 2 (edit)
* Spelling Packet p. 91
* Write a sentence for each spelling word
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Wednesday: 6**

* Language Comprehension Book p. 116
* Spelling Packet p. 92
* Syllabication (Divide each word into syllables)
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Thursday:**

* Language Comprehension Book p.117- 118 - 119
* Spelling Packet p. 93
* 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*

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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