B. B. C. / Blackboard Configuration

Open Court / Unit 5 (Making a New Nation) Lesson 2

**Buffalo Hunt** 

**Learning Objectives:**

Power Standard: Story Elements Power Standard R2Cb

Title - Story Elements

Instructional Objective:

Students will be introduced to story elements such as setting, character, plot, movement through time and conclusion by listening and discussing the story *Thunder Cake* by Patricia Polacco.

Materials:

* Chart paper
* Markers
* *Thunder Cake* by Patricia Polacco

Motivation:

Explain to students that in order to understand the books that we read, we need to understand that books have different elements that make up a story. Once we have a better understanding of the different parts of a story we can break down the story into smaller parts and it can help us both explain what we just read and also write about it.

Instructional Procedure:

Input:

Provide students with the terminology of story elements.

* + - What are characters?
		- What is setting?
		- What is plot?
		- What is the movement through time?
		- What is a conclusion?

Model:

While reading *Thunder Cake*, stop and identify story elements as they come up. Ask leading questions:

* + - Who are the main characters so far?
		- Where does the story take place? How much time has passed? What is the plot? What happened at the end? Fill in the chart paper as you go.

Guided Practice:

When the story is over review the story elements and ask students to share what they have learned.

Independent Practice:

Have students read a story with a buddy and together they should talk about the story elements in the story that they are reading.

Closure:

Meet back as a group and discuss with students the books that they read with their buddy. They should answer questions such as:

* + - What was main character in your book?
		- What was the setting?...

Assessment:

Directly observe students as they read with their buddy. Make sure that both students are participating in the discussion. Stop to ask questions. Make sure when you partner your groups that students that are reading at a lower level should be with a buddy that can read the story to them. This is not a decoding lesson, but a comprehension one, so students should have the opportunity to discuss books without worrying about whether they can decode them.



**Do Now:**

* Penmanship Cursive Letters **S, T, U, V, and W**  (Upper case)

**Checking Comprehension**

 **Monday:** Clues / Problem / Wonderings (p. 406 – 407)

**Checking Comprehension**

**Tuesday:** In what ways were the buffalo important to the Native Americans of the Great Plains?

**Checking Comprehension**

**Wednesday:** How did the building of the Transcontinental Railroad affect the buffalo?

**Focus Question**

**Thursday:** Why were the Plains Indians able to kill buffalo for thousands of years without making the heard smaller?

**Friday:** What parts of the buffalo did the Plains Indians use?



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:**
* **Writing Prompt**
1. **What would you do if you suddenly woke up in another country and no one could understand a word you said!**
2. **?** *Write a 3 page paper using the 6 traits writing steps to explain what you would do.*
* *2. Clues / Problems / Wonderings*
* *3. Write a script for this story*
* *4. Study Island 10 questions (Story Events) 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. 146
* Graphic Organizer (Write your 1st draft for your writing prompt
* Spelling Packet p.110
* Write a definition for each of spelling word
* Write a Script for your story
* 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. 147
* Complete writing piece draft 2 (edit)
* Spelling Packet p. 111
* Write a sentence for each spelling word
* Review your Cornell Notes taken in class

**Wednesday:**

* Language Comprehension Book p. 148
* Spelling Packet p. 112
* Syllabication (Divide each word into syllables)
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Thursday:**

* Language Comprehension Book p.149
* Spelling Packet p. 109
* Write each spelling word 10 x’s each.
* Review your Cornell Notes taken in class

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**Friday:**

* Write a story using all spelling words from this lesson
* Spelling List #7 (All) for the weekend. Everything is due on Monday
* Read 3 chapters in your Book Club book and write a short summary to share with you cooperative group
* 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