11-22-17

Morning Work – Division sheet

Cardinal Time – Benchmark review

Math – **I can use a strategy to fluently divide within word problems.**- Tables review for division – team that wins get tickets
- Complete several problems
- (auditory, visual)   How word problems are division - sorting into groups or sharing...
- Students will work in their groups for a team win while we play the division smartboard game (Division Review) . Groups will work to identify the word that tells them to divide FIRST, then work to solve the problem.
- In their groups, they will only earn the chance to move their game token, if every person's answer is correct.
- They will have to work together to ensure everyone is following the appropriate steps for division.
- Differentiation: I will pull a small groups to support and, if needed work out the first few steps with students- then have them work to finish the problem.
Students who have it will work independently.
- All other groups must be checked by me in order to earn the chance to move their token on the game board. They must have the problem solved correctly, each step checked off, and the correct word identified in order to participate in that round.
- HW: Common core sheet 3 by 2 division-HW: A portion of the common core sheets division worksheet
Hot ?: How does a multiplication word problem differ from a division word problem?
GA: How is division used in the work place in the real world?

Writing – **I can write my narrative picture prompt.**- Show how to edit and revise - How will I use the list? - Page 401 and 402.

Art – Hugo – Lunch – Bathroom – GRAB CLIP CHART for hallway behavior

Science – **I can discover similarities and differences between inherited traits.**- Review vocabulary
- Pass out paint activity from yesterday.
- After we have colored in each horse, **we will begin a whole group discussing about how specific traits were passed on to each family member. Students will be required to write about this out to the side of each family member on the tree.** We will relate this information to what we learned using the gene's last week and our own family trait inventories.
-  Hot ?: How is Paint able to have the marking and coloring he has based on his family tree? Students write about this beside Paint on the diagram. This will be turned in for an informal assessment.
- Differentiation:

If they get it- Students will work more independently to identify and record traits found in the text.

For those who struggle to do this, I will pull a small group to assist in note taking and identification.

Shared Reading - **I can analyze the components of a poem.
-** Students pull out poetry notes, we go over the second read of a poem
- It is different than reading a normal book
- It requires multiple reads
- Next, explain that today we will continue to look at the poem The Fieldmouse.
- Students should pull this poem out of their work to be completed folder.
- Explain that during the first portion of the lesson we will be analyzing how to use imagery to guide our understanding or comprehension of a poem. Show the video on the following link:
Using imagery:
<https://learnzillion.com/lesson_plans/7981-use-imagery-in-a-poem-to-visualize-the-setting>

- Play the following video from Learn Zillion, pausing the video often to clarify and have students complete each task with the presenter. Continue until students have analyzed the title completely.
- After viewing the video complete the second read by completing any of the components that have not been done from the SECOND Read components on our anchor chart. For example, correcting or adding to our original GIST.
- Finally, assess students understanding of the poem, by having students get white board and take a class-wide assessment with the following website.
<http://slideplayer.com/slide/4286466/>

 Make sure students have out the poem as a reference. Have students work to answer each question independently on their white board, then come back together to discuss the correct answer and why. Clarify and discuss unknown terms and components as needed.
- Hot ?: How does understanding the structural elements of a poem make you a better reader?

- Show students how to navigate to the scholastic website-The First Thanksgiving- and the other website.
<http://www.scholastic.com/scholastic_thanksgiving/>
<https://www.plimoth.org/learn/just-kids/thanksgiving-interactive-you-are-historian>
Next, explain that students will be taking on the role of a reporter. they are to investigate and report on the TRUE story of Thanksgiving. Did the Indians and Pilgrims really come together in peace and eat together?
- Students will use these websites and any other sources they find online to report on the true story. Students must include three text features in their report. \* These will not include captions. Students will continue to work on this project during guided reading on today and tomorrow.

 Grammar - **I can include transitional phrases and figurative language into my narrative.
- What are transitional phrases and how many can we include
- I** will show students how to add these in and where to add these in modeling with a volunteers writing piece.
- Next, have students work to add some of transitional phrases to their own pieces, while I leave up the examples on the slides.
- Then, have students come back together to examine how to include figurative language so that readers can picture the setting, characters and events. I will model creating some of these and adding the to my own piece.
- Next, have students work to add some figurative language phrases to their own pieces, while I leave up the examples on the slides.
- As student continue to write today, I will aid them as needed.
- **Hot ?:  What do transitional phrases and figurative language add to your piece?**

Guided Reading – 30 **Silent reading, responses, Thanksgiving Newsletter, Over the River**

Math – **I can use a strategy to fluently divide within word problems.**Writing – **I can write my narrative picture prompt.**Science – **I can discover similarities and differences between inherited traits.**Shared Reading - **I can analyze the components of a poem.**Grammar - **I can include transitional phrases and figurative language into my narrative.**