

Listen and Annotate

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Unit Two:
Week 8

Wednesday	Thursday	Friday
<p>Phonemic Awareness: Objective: Blend words with short u. Today I'm going to stretch out a word and I want you to blend it: /st/; /u/; /m/ /p/. What's the word? <i>stump</i> (<i>under, fuss, sun, lump, hum</i>) *Follow the I do, we do, you do model.</p>	<p>Phonemic Awareness: Objective: Segment words with short u. Today I'm going to say a word and I want you to break it into parts and stretch it out. How many sounds did you hear? (<i>truck, plum, pup, up, drum</i>) *Follow the I do, we do, you do model.</p>	<p>Phonemic Awareness: Objective: Blend words with short u. Today I'm going to stretch out a word and I want you to blend it: /cl/; /u/; /b/. What's the word? <i>club</i> (<i>quit, junk, dump, hut, under</i>) *Follow the I do, we do, you do model.</p>
<p>Reader's Workshop {Close Read}: Day Three Objective: Reread the text to answer text-dependent questions. Students will turn and talk to partners to answer. Review and discuss the vocabulary and essential questions. *Who are the characters? What is the setting? What is the problem/solution? (DOK 1) *From what point of view is this story being told? How do you know? (DOK 2) *Why does the author use the word "ordinary" repeatedly throughout the story? (DOK 2) *Explain why Mr. Gee makes the students listen to music and write a story. (DOK 2) *What does it mean when the book says, "It was as if a dam had burst in his head and words just came flooding out..."? (DOK 2) *After reading the story, predict what will happen the next day at school. (DOK 2)</p>	<p>Reader's Workshop {Close Read}: Day Four Objective: Review the essential questions and vocabulary. Break students into collaborative learning groups and ask students to reflect and resolve the collaborative task question. <i>Using the text, describe the school day from the teacher's perspective (see Point of View activity page in Additional Resources).</i> *Explain to students that each group will share their retelling of the story. *Each student MUST participate. *Students must come to a decision as a group. *Students must support their answer with details from the text. *Allow groups to use the text as a reference. Read Paired Text <u>Luke's Way of Looking</u>. Make connections to <u>Once Upon an Ordinary School Day</u>. Discuss point of view.</p>	<p>Reader's Workshop {Close Read}: Day Five Objective: Review vocabulary and state essential question. Students will complete culminating activity to show mastery of standard. Special Activity: *Retell the story from your own point of view in first person. Begin your retelling with, "Once upon an ordinary school day, I..." *The students may retell their day to a partner, write it on the paper (provided in Additional Resources) to create a class book, or you may record it and create a class video.</p>
<p>Independent Practice: Prove It! Activity What changed the school day from ordinary to extraordinary?</p>	<p>Independent Practice: Retell It! Activity</p>	<p>Independent Practice: Culminating Activity Sentence Frame: In the beginning, the boy was ____ because _____. In the middle, the boy was ____ because _____. At the end, the boy was ____ because _____.</p>