

West Elementary

One Team. One Vision. One Goal.

2023-2024

Teacher: Kelly Daniels

Subject: Reading

Week of: January 29- February 2, 2024

Monday	Tuesday	Wednesday	Thursday	Friday
<p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. Essential Question: How does a narrator's or speaker's point of view influence how events are described? Target: I can describe how a narrator's or speaker's point of view influences how events are described. Academic Vocabulary: Narrator, speaker, point of view, and influence</p> <p>Morning Work: Complete Monday's Daily Assignment. Complete cursive writing assignment. Read books and complete A.R. tests. Bellwork: Complete Greek/Latin Roots Review 1-3.</p>	<p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. Essential Question: How does a narrator's or speaker's point of view influence how events are described? Target: I can describe how a narrator's or speaker's point of view influences how events are described. Academic Vocabulary: Narrator, speaker, point of view, and influence</p> <p>Morning Work: Complete Tuesday's Daily Assignment. Complete cursive writing assignment. Read books and complete A.R. tests. Bellwork: Complete Greek/Latin Roots Review 4-6.</p>	<p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. Essential Question: How does a narrator's or speaker's point of view influence how events are described? Target: I can describe how a narrator's or speaker's point of view influences how events are described. Academic Vocabulary: Narrator, speaker, point of view, and influence and structures</p> <p>Morning Work: Complete Wednesday's Daily Assignment. Complete cursive writing assignment. Read books and complete A.R. tests. Bellwork: Complete Greek/Latin Roots Review 7-9.</p>	<p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. Essential Question: How does a narrator's or speaker's point of view influence how events are described? Target: I can describe how a narrator's or speaker's point of view influences how events are described. Academic Vocabulary: Narrator, speaker, point of view, and influence</p> <p>Morning Work: Complete Thursday's Daily Assignment. Complete cursive writing assignment. Read books and complete A.R. tests. Bellwork: Complete Greek/Latin Roots Review 10-12.</p>	<p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described. Essential Question: How does a narrator's or speaker's point of view influence how events are described? Target: I can describe how a narrator's or speaker's point of view influences how events are described. Academic Vocabulary: Narrator, speaker, point of view, and influence</p> <p>Morning Work: Complete Friday's Daily Assignment. Complete cursive writing assignment. Read books and complete A.R. tests. Bellwork: Complete Greek/Latin Roots Review 13-15.</p>

<p>Procedure: Anticipatory Set: TTW read an excerpt from Because of Mr. Terupt to introduce point of view. (Whole Group) Ready Instruction Book- Lesson 17-“Point of View” Modeling: GP: (I Do, We Do) TTW explain that students will be working on lessons on determining how the narrator’s or speaker’s point of view influences their descriptions and how understanding the point of view will improve the reader’s understanding of stories and poems. TSW analyze a cartoon and cite evidence of the character’s point of view. Assessment: Teacher Observation- Evidence chart page 295</p> <p>TSW complete individualized lessons on i-Ready.</p> <p>Homework: Study vocabulary words</p>	<p>Procedure: Whole Group: TSW complete 3.4 MPT Assessment: 3.4 MPT IP: TSW complete individualized lessons on i-Ready.</p> <p>TSW read and complete AR tests.</p> <p>TSW read <i>Where the Mountain Meets the Moon</i> and complete chapter assignments.</p> <p>Homework: Inference sheet</p>	<p>Procedure: Anticipatory Set: TTW read an excerpt from Because of Mr. Terupt to review point of view. (Whole Group) Ready Instruction Book- Lesson 17-“Point of View” Modeling: GP: (I Do, We Do) TSW read the poem, “Lightning Song” and determine the speaker’s point of view of lightning and how the point of view affects the speaker’s description. Assessment: Teacher Observation- Evidence chart page 297</p> <p>Learning Stations: Differentiated Group 1 Teacher Station: -Differentiated Daniels, Payne Interim Assessment Unit 3 (Leveled OGL,BGL, and AGL) (Protection from Adverse Consequences) Group 2- Reading Station: Figurative Language Go Formative (Organization of Knowledge)</p>	<p>Procedure: Anticipatory Set: Anticipatory Set: Teacher will show students different envelopes and ask what kind of letter do they think would come in that envelope. Whole Group) Ready Instruction Book- Lesson 17 “Point of View” Modeling: GP: (I Do, We Do) TSW read the text, “The Letter from Sudbury Academy” and determine the narrator’s point of view and how it influences the outcome of the text. Assessment: Comprehension questions page 299</p> <p>Learning Stations: Differentiated Group 3 Teacher Station: -Differentiated Daniels, Payne, Pringle Interim Assessment Unit 3 (Leveled OGL,BGL, and AGL) (Protection from Adverse Consequences)</p>	<p>Procedure: Anticipatory Set: Quick Write/Turn and Talk How does a speaker’s or narrator’s point of view influence a reader’s point of view? (Whole Group) Ready Instruction Book- Lesson 17 “Point of View” Procedure: IP: TSW read the text, “Coyote and the Stars” and determine the narrator’s point of view of influences how the events are described. Assessment: Comprehension questions pages</p> <p>Learning Stations: Differentiated Group 2 Teacher Station: -Differentiated Daniels and Payne Interim Assessment Unit 3 (Leveled OGL,BGL, and AGL) (Protection from Adverse Consequences)</p>
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