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| Lesson Title/Focus | Daily 5 and skill | Date | Feb 1, 2016 |
| Subject/Grade Level | English Language Arts Grade 3 | Time Duration | 90 minutes |
| Unit | Poetry | Teacher | Miss McMitchell |

GOALS: Did you do each of the Daily 5 components?

Were you on task and respectful of your own and others learning?

| OUTCOMES FROM ALBERTA PROGRAM OF STUDIES | | |
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| General Learning Outcomes: | 2.1 Use strategies and clues 2.2 Respond to texts 2.3 Understand forms, elements, and techniques | |
| Specific Learning Outcomes: | 2.1.2 Use Comprehension strategies 2.1.3 Use Textual Cues 2.3.1 Understand forms and genres 2.2.3 Construct meaning from texts | |
| LEARNING OBJECTIVES | | |
| Students will . . . | | |
| 1. Move through Daily 5 2. Participate in mini-lesson | | |
| LEARNING RESOURCES CONSULTED | MATERIALS AND EQUIPMENT | |
| • Daily 5 and Cafe | • Daily 5 bookmarks • Computer | |
| PROCEDURE | | |
| Prior to lesson | Have instructions on board to get J.R.R. book. | |
| | | TIME |
| Advance Organizer/Agenda | 1. Greet Students and tell/ ask them to get their "J.R.R." book from their in and begin reading quietly at their seat (have written/drawn on board) 2. Ask students to join me at the carpet for a Daily 5 lesson 3. Review Daily 5 expectations (have 2 goals written on the board) 4. Students work on Daily 5, and I do mini-conferences with students. | 12:45 – 2:15 |
| Learning Activity #1 Greet | <ul style="list-style-type: none"> Greet students at door, informing them to get their J.R.R. books and read quietly to themselves Once students are all settled and quiet, get their attention. Inform students of today's two goals –and that they need to be on task because I will be working one-on-one with students. | 12:45-12:50 5 mins |
| Learning Activity #2 Daily 5 "Re-read" for understanding. | <ul style="list-style-type: none"> Ask students to put their J.R.R. books down quietly, Discuss carpet EXPECTATIONS (sit quietly, sit at the carpet, hands to yourself, sit on your bottom) Call students over table by table for a mini-lesson Demonstrate re-reading and tell students how IMPORTANT it is for them to re-read. Remind students that only those people who didn't use the computer on Monday may use it today Remind students of expectations (respect learning). Remind students that during "work on writing" they may work on their poems. Inform students that we will have a brain-break in the middle. | 12:50-1:00 10 mins |

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| <p>Learning Activity #3</p> <p>Daily 5</p> | <ul style="list-style-type: none"> • Every 15 minutes students will switch their activity. • I will work with students one-on-one to assess reading (my goal is to get through 10 students today > and begin to “target” students for guided reading). • During “work on writing” students may finish their poems (inform). • Students are to work INDIVIDUALLY unless they are reading to others or listening to reading. • ** I would like to read with some of the struggling readers today, and write with some of the struggling writers. | <p>1:00-2:10</p> |
| <p>Assessment of Learning:</p> | <ul style="list-style-type: none"> • Informal observations throughout and also specifically assessing 10 students today. | |
| <p>Feedback From Students:</p> | <ul style="list-style-type: none"> • Informal verbal feedback throughout | |
| <p>Feedback To Students</p> | <ul style="list-style-type: none"> • Informal verbal feedback throughout. Each students that I assess I will tell them one strength that they have, and one area that I want them to work on for next time. | |
| <p>Transition To Next Lesson</p> | <ul style="list-style-type: none"> • Ask students to return their bookmarks • Ask students to return to their desks to show me that they are ready. • Remind students that we will be doing mindfulness after recess. • ** | <p>2:10 - 2:15</p> |