
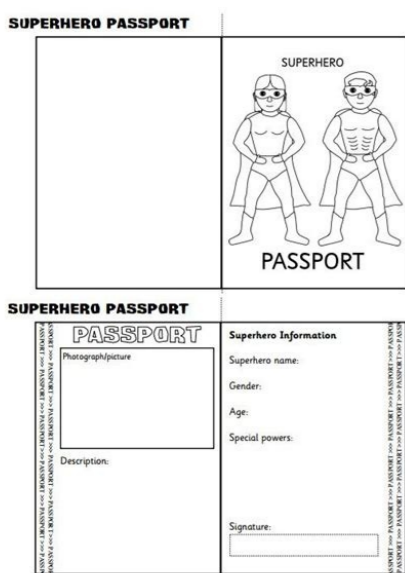


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Next



Mrs. T's Lesson Plans

	<i>Notes</i>	<i>Morning Work</i>	<i>Calendar</i>	<i>Phonics</i>	<i>Literacy</i>	<i>Break</i>
<i>Monday</i>						
<i>Tuesday</i>						
<i>Wednesday</i>						
<i>Thursday</i>						
<i>Friday</i>						

<p>1. Identify the main idea and supporting details of a text.</p> <p>2. Analyze how the author uses evidence to support a claim or point of view.</p> <p>3. Evaluate the credibility and accuracy of sources.</p> <p>4. Compare and contrast different perspectives on a topic.</p> <p>5. Apply knowledge of social studies concepts to new situations.</p>	<p>1. Identify the main idea and supporting details of a text.</p> <p>2. Analyze how the author uses evidence to support a claim or point of view.</p> <p>3. Evaluate the credibility and accuracy of sources.</p> <p>4. Compare and contrast different perspectives on a topic.</p> <p>5. Apply knowledge of social studies concepts to new situations.</p>
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<i>Thursday</i>	<i>What do you know about...?</i>	<i>Materials and Resources Needed</i>	<i>Activities</i>	<i>Assessment</i>	<i>Reflection</i>
<p>40-45 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p>	<p>What is the difference between when we land and when we leave?</p> <p>How can you tell if a word is singular or plural?</p> <p>How does reading help you learn new words?</p>	<p>Materials and Resources Needed</p> <p>Lesson book</p> <p>Anchor chart</p> <p>Word cards</p> <p>Group cards</p> <p>Stickers</p> <p>Markers</p> <p>Whiteboard</p> <p>Markers</p>	<p>1. Read the text and discuss the main idea and supporting details.</p> <p>2. Identify the difference between when we land and when we leave.</p> <p>3. Identify the meaning of singular and plural words.</p> <p>4. Read the text and discuss the main idea and supporting details.</p> <p>5. Identify the meaning of singular and plural words.</p>	<p>1. Write a short paragraph about the main idea and supporting details of the text.</p> <p>2. Write a short paragraph about the meaning of singular and plural words.</p>	<p>Reflection</p> <p>1. What did you learn today?</p> <p>2. How did you feel about learning today?</p> <p>3. What do you think you will do differently next time?</p>
<i>Wednesday</i>	<i>What do you know about...?</i>	<i>Materials and Resources Needed</i>	<i>Activities</i>	<i>Assessment</i>	<i>Reflection</i>
<p>40-45 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p> <p>45-50 min</p>	<p>What did you see last time you saw the meaning of compound words?</p> <p>What does tell you a story or article is told in sequence?</p>	<p>Materials and Resources Needed</p> <p>Lesson book</p> <p>Anchor chart</p> <p>Word cards</p> <p>Group cards</p> <p>Stickers</p> <p>Markers</p> <p>Whiteboard</p> <p>Markers</p>	<p>1. Read the text and discuss the main idea and supporting details.</p> <p>2. Identify the meaning of compound words.</p> <p>3. Identify the sequence of events in a story or article.</p> <p>4. Read the text and discuss the main idea and supporting details.</p> <p>5. Identify the meaning of compound words.</p>	<p>1. Write a short paragraph about the main idea and supporting details of the text.</p> <p>2. Write a short paragraph about the meaning of compound words.</p>	<p>Reflection</p> <p>1. What did you learn today?</p> <p>2. How did you feel about learning today?</p> <p>3. What do you think you will do differently next time?</p>

SE Lesson Plan - Vocabulary
Teacher: Ms. Knight
Date: July 3, 2014
Subject / grade level: 5th level Reading
Materials: <ul style="list-style-type: none"> List of weekly spelling words for each student (three variations - above, on and below grade level) A range of printed materials: Dictionaries, textbooks, newspaper, magazines, etc. Preprinted Spelling words on cards Pretest paper for each student (Paper will have 3 columns. Column 1 - lines for spelling test. Column 2 - Answers to spelling test. Columns 3 - other words with similar spelling patterns. Paper will be prefolded into thirds before handed to student for the pretest.) Website: The Poetry Zone (http://poetryzone.woodshed.co.uk/index2.htm) and Giggle Poetry (http://www.gigglepoetry.com/)
TEKS: <p>5.2 Reading/Vocabulary Development: Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabification, pronunciations, alternate word choices, and parts of speech of words.</p> <p>5.22 Oral and Written Conventions/Spelling: Students spell correctly. Students are expected to:</p> <p>(A) spell words with more advanced orthographic patterns and rules:</p> <p>(i) consonant changes (e.g., /s/ to /z/ in silent, selection; /s/ to /z/ in music, musician); (ii) vowel changes (e.g., long to short in crime, criminal; long to short in define, definition; short to schwa in legally, legal); and (iii) silent and sound-d consonants (e.g., have, have; sign, sign; condense, condensation)</p> <p>(B) spell words with:</p> <p>(i) Greek Roots (e.g., tele, photo, graph, memo);</p> <p>(ii) Latin Roots (e.g., spect, scrib, rupt, post, post, dict); (iii) Greek suffixes (e.g., -ology, -phobia, -itis, -itis, -itis); and (iv) Latin derived suffixes (e.g., -able, -ible, -able, -ible);</p> <p>(C) use spelling patterns and rules and print and electronic resources to determine and check correct spelling</p>
Lesson objective(s): <p>Students will be able to understand new vocabulary.</p> <p>Students will be able to use new vocabulary when reading and writing.</p> <p>Students can use a dictionary, a glossary, or a thesaurus to determine the meanings, syllabification, pronunciation, alternate word choices and parts of speech of words.</p> <p>Students will be able to spell words with more advanced orthographic patterns and rules.</p> <p>Students will be able to spell words with Greek and Latin Roots, and Latin derived suffixes.</p> <p>Students will be able to use spelling patterns and rules and print and electronic resources to determine and check correct spelling.</p>

Prepare for lesson by writing clear lesson plans that are easy to read. Include quite specific details that an alternate could enter and understand. Once you226; 128; where he wrote the lesson plans, make a copy to have in case the original is misplaced and as a backup at home. Plan your targets for the lesson plan. Calculate the amount of time you226; 128; s will teach and divide it into segments. Make a scheme, including an estimated amount of time for each section. Decide if you want all lessons, partial lessons and student engagement or a business-based lesson. Provide a weekk226; 128; fine value of plans to transport any information from day to day. What you don't complete Monday can be finished on Tuesday. Write an introduction for the lesson, giving an overview of what is expected.226; 128;s. Include a heating task to get students' attention. A free lesson template is ideal for creating weekly lesson plans. Include you226 procedures; 128; all use during introduction and rest of the lesson. Highlight the materials you226; 128; you will need and will have them available before the time. Education taking into account the academic, social and personal needs of students, write the education plans, taking into account the sequencing for the flow. Inserting different learning styles into lesson plans can be an effective method of teaching with a wide range of students and their skills. Worksheets, questions and answers sessions, group activities and individual assignments make use of various learning styles. Curriculum-based hands-on table games and art activities related to lesson interrupt study sessions. Conclusion of the lesson summarizing what you discussed. Examine the key points. In yourfor lessons, mark the notes in the textbooks you226; Use as cross reference. Leave room in the plan to return to areas that were difficult for students to understand. Ties himself up in one class plan to the next. Check if you are going to assign tasks to class. The assessment practice, in particular if you arrived at 226; 6 " are new to teaching. Use that extra copy of the lesson plan to practice at home. This helps you earn trust and ensures a successful class education. Walking along the lesson plan, you226; a € " will find areas that may need to be changed. After you226; 128; having completed the class class, evaluate how it went. What parts worked and what should be regulated? Date space to yourself in each of the lesson plans to make corrections if necessary. More " from questionsanswered. Net High School social studies are generally three years of credits requested together with other elective offerings. It follows an overview of these courses required together with the voters one might find in a typical middle school. Year One: History of the world The history of history of the world is obviously a real investigation course. Due to time constraints, students usually receive only a taste of various cultures and their history from all over the world. The most powerful curriculum of history of the world is the one that builds the connections between the cultures of the world. The history of the world follows a progression as follows: prehistory and first civilizations (Mesopotamia, Egypt, India, China) Greece and Rome Medieval China and Japan was medieval in Europe Renaissance and reform in Europe the modern world era of the world is Standard replacement for the history of the world. This course is considered an introductory course of advanced employment social studies. Year Two: Electories This study plan assumes that only three all-year credits are needed in social studies for graduation. Therefore, this year is one in which students often take the desired elective social studies. This list is not intended to be exhaustive, but rather representative of a typical high school. Psychology or AP Psychology/Socially/World Geography/Comparative Government three: American history The course of American history differs in many locations. Some have American history at high school high school The time period starting with the American civil war, while others begin at the beginning. In this example of a curriculum, we begin with a brief revision of exploration and discovery before jumping into the colonial era. One of the main aims of the American history course is to highlight the causes and interconnections of many events that have arisen in America's past. The connections are highlighted together with the dynamics of group interaction, to the construction of a national identity, the increase in social movements and the growth of federal institutions. AP American History is the standard replacement of American history. This course covers themes ranging from discovery and exploration through the most recent presidential administrations. Four year: American government and economy each of these courses normally hard for half of the year. As a result, they are typically positioned together, even if there is no reason that should be completed or be completed in a particular order. American government: the American government provides students with the basic understanding of government institutions and functions in America. Students learn the foundations of the American government and then concentrate on the institutions themselves. Furthermore, they learn the ways in which they can be involved and participate in the government. A € à € A

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