Kindergarten Skills Strand
Unit 3

Date: Lesson 1 Page 11	Date: Lesson 2 Page 15	Date: Lesson 3 Page 20	Date: Lesson 4 Page 25	Date: Lesson 5 Page 30
Oral Blending (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)
Mirror, Mirror (15 min.) Hearing Initial Sounds (10 min.)	Mirror, Mirror (15 min.) Hearing Initial Sounds (10 min.)	I'm Thinking of Something (10 min.)	Complete the Sentence (10 min.)	Pocket Chart Chaining for Reading (15 min.) Pocket Chart Chaining for Spelling (15 min.)
Teacher Modeling (10 min.) Meet the Spelling Worksheet (15 min.) WS 1.1	Teacher Modeling (10 min.) Meet the Spelling Worksheet (15 min.) WS 2.1	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.) WS 3.1	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.) WS 4.1	Connect It/Handwriting Practice (20 min.) WS 5.1
		Pocket Chart Chaining for Reading (20 min.)	Pocket Chart Chaining for Reading (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.
Take Home Material	Take Home Material	Take Home Material	Take Home Material	Take Home Material
			WS 4.2, 4.3	

Kindergarten - Skills Strand
Unit 3 (cont.)

Date:	Date:	Date:	Date:	Date:
Lesson 6 Page 34	Lesson 7 Page 40	Lesson 8 Page 47	Lesson 9 Page 53	Lesson 10 Page 59
Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)
Mirror, Mirror (10 min.)	I'm Thinking of Something (10 min.) Consonant Sounds (10 min.)	I'm Thinking of Something (10 min.) Minimal Pairs (10 min.)	Minimal Pairs (15 min.)	Pocket Chart Chaining for Reading (15 min.) Pocket Chart Chaining for Spelling (15 min.)
Teacher Modeling (10 min.) Meet the Spelling Worksheet (15 min.) WS 6.1	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.) WS 7.1	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.) WS 8.1	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.) WS 9.1	Vowel Discrimination (15 min.) WS 10.1, 10.2 Rainbow Letters (10 min.) WS 10.3
Pocket Chart Chaining for Reading (15 min.)	Pocket Chart Chaining for Reading (10 min.)	Pocket Chart Chaining for Reading (10 min.)	Pocket Chart Chaining for Reading (15 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.
Take Home Material	Take Home Material	Take Home Material	Take Home Material	Take Home Material
WS 6.2	WS 7.2, 7.3		WS 9.2	WS 10.4

Kindergarten - Skills Strand
Unit 3 (cont.)

Date:	Date:	Date:	Date:
Day 31 (Lesson 11) Page 63	**Day 32 (Lesson 12) Page 71**	**Day 33 (Lesson 13) Page 75**	**Day 34 (Lesson 14) Page 79**
Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)
Pocket Chart Chaining for Reading (15 min.) Pocket Chart Chaining for Spelling (15 min.)	Pocket Chart Chaining for Reading (10 min.) Pocket Chart Chaining for Spelling (15 min.)	Eraser Man (15 min.)	Stomp and Spell (20 min.) Label the Picture (15 min.) WS 14.1 Circle Spelling (20 min.) WS 14.2
Lable the Picture (10 min.) WS 11.1 Spelling Hopscotch (15 min.)	Label the Picture (15 min.) WS 12.1 Spelling Hopscotch (15 min.)	Circle Spelling (20 min.) WS 13.1 Stomp and Spell (20 min.)	
Reading Assessment WS 11.3, 11.2	Reading Assessment WS 11.3, 11.2	Reading Assessment WS 11.3, 11.2	Reading Assessment WS 11.3, 11.2
60 min.	60 min.	60 min.	60 min.
Take Home Material	**Take Home Material**	**Take Home Material**	**Take Home Material**
WS 11.4		WS 13.2, 13.3	WS 14.3

Unit 3: Geography Ideal Unit Start Date: December 9, 2014 Unit Length: 34 Days

Concept: People are alike and different depending on where they are from. Or People live in different places and those places can be found on a map.

Common Core Standard	Learning Target	Clarifications	Suggested Activities/Resources
	Reading		
	Character Traits (1 Lesson – 2 Days)	How the character acts or feels	
	Character Point of View (3 lessons – 6 Days) **First Person Point of View** (2 days) **Third Person Point of View** (2 days) **Determine which character's point of view story is being told from** (2 days)		
RL 2.7	Read dialogue with different voices for characters (2 lessons – 4 Days) **Dialogue** (2 days) **Reader's Theatre** (2 days)	Recognize dialogue to determine who is speaking (quotation marks)	Use Reader's Theatre examples to practice reading dialogue with different feelings/emotions/ expression/intonation
	FORMATIVE ASSESSMENT #6		
RL 2.2	***Tall Tales** (1 Lesson – 2 Days) **Fables-** Recount stories from diverse Cultures and identify moral and lesson (1 Lesson – 2 Days)	Folktales, Fairy tales, Tall Tales, Poems Authors of different cultures	Requires a version of Paul Bunyan to be read aloud previous to this lesson during Teacher Read-Aloud.
	FORMATIVE ASSESSMENT #7		

	Identify Elements of a Fairy Tale (1 Lesson – 2 Days) *Cultural Version of Traditional Fairy Tales (1 Lesson – 2 Days) *Fractured Fairy Tales (1 Lesson – 2 Days)		Requires Fairy Tales to be read aloud previous to these lessons during Teacher Read-Aloud. (3 Little Pigs, Goldilocks, Gingerbread Man) traditional and fractured versions of each
	*Compare/Contrast Fairy Tales (1 Lesson – 2 Days)	Versions of same story /same story different authors	
RL 2.4	FORMATIVE ASSESSMENT #8		
	Describe how words and phrases supply rhythm and meaning to story, song, poem (3 Lessons – 6 Days) Rhythm in Poetry (2 Days) Repetition in Poetry (2 Days) Alliteration in Poetry (2 Days)	Regular beat Alliteration Rhyming words Repeated lines Stories vs poems Rhyme Rhythm/beat Phrase verse Stanza Fluency	
	FORMATIVE ASSESSMENT #9		
RL 2.2	*Ongoing:* Main or central idea Theme	A central idea or statement that unifies and controls an entire literary work	
RL 2.5	Story structure Characters Setting		

RL 2.1	Key Details		

Vocabulary:
Diverse Culture
Folktale
Fairy tale
Moral
Lesson
Plot – a series of events that give the story its meaning
Alliteration -Repeating a consonant sound in close proximity to others, or beginning several words with the same vowel sound (big bucket of blueberries)
Poem – a genre characterized by rhythmical patterns of language
Stanza

Assessment:

FORMATIVE:
FORMATIVE ASSESSMENT #6 – Character Traits and Point of View
FORMATIVE ASSESSMENT #7 – Tall Tales and Fables
FORMATIVE ASSESSMENT #8 – Elements of Fairy Tale and Compare and Contrast Fairy Tales
FORMATIVE ASSESSMENT #9 – Poetry

SUMMATIVE:

Unit 4: Heritage   *Ideal Unit Start Date: February 17, 2015*   *Unit Length: 25 Days*
Concept: The past affects the present, the present affects the future.

Common Core Standard	Learning Target	Clarifications	Suggested Activities/Resources
	Reading		
RI 2.3	**Identify historical events in text** (1 Lesson – 2 Days) **Sequence historical events in text using timelines** (1 Lesson – 2 Days) FORMATIVE ASSESSMENT #10	Describe connection/similarities between historical events	
RL 2.3	**Character Emotions** (1 Lesson – 2 Days) **Character Response** to challenge/story problem or event (1 Lesson – 2 Days)	What character thinks, feels or believes How character reacts or responds to event	
RL 2.7	**Inference** (1 Lesson – 2 Days) (not in CC, but needed) FORMATIVE ASSESSMENT #11	Information that is not written but can be determined by looking at details and clues Use schema to infer difference between stated emotions and inferred emotions	
RI 2.4	Dictionary (4 Lessons – 8 Days) **Dictionary Parts** (2 Days) **Alphabetical Order** (2 Days) **Guide Words** (2 Days)	Structure of resource Use of the resource	

October 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1. Identify Key Details (Who, When, Where) Workshop: Identify Main or Central Idea	2. Identify Key Details (Who, When, Where) Workshop: Identify Main or Central Idea	3. Identify Key Details (What, Why, How) Workshop: Identify Main or Central Idea	4.
5.	6. Identify Key Details (What, Why, How) Workshop: Identify Main or Central Idea	7. Identify Key Details (All 5W's and H) Workshop: Identify Main or Central Idea	8. Identify Key Details (All 5W's and H) Workshop: Identify Main or Central Idea	9. Identify Role of Illustrations Workshop: Identify Main or Central Idea and Key Details	10. Identify Role of Illustrations Workshop: Identify Main or Central Idea and Key Details	11.
12.	13. Columbus Day TEACHER INSERVICE	14. Identify Author's Purpose To Persuade Workshop: Identify Main or Central Idea and Key Details	15. Identify Author's Purpose To Persuade Workshop: Identify Main or Central Idea and Key Details	16. Formative Assessment #2 Workshop: Review of Unit 1 Skills – Depends on what YOUR kids need!	17. Identify Author's Purpose To Inform Workshop: Review of Unit 1 Skills – Depends on what YOUR kids need!	18.
19.	20. Identify Author's Purpose To Inform Workshop: Review of Unit 1 Skills – Depends on what YOUR kids need!	21. Identify Author's Purpose To Entertain Workshop: Review of Unit 1 Skills – Depends on what YOUR kids need!	22. Identify Author's Purpose To Entertain Workshop: Review of Unit 1 Skills – Depends on what YOUR kids need!	23. Identify Main Purpose of Text To Answer Workshop: Identify Author's Purpose	24. Identify Main Purpose of Text To Answer Workshop: Identify Author's Purpose	25.
26.	27. Identify Main Purpose of Text To Explain Workshop: Identify Author's Purpose	28. Identify Main Purpose of Text To Explain Workshop: Identify Author's Purpose	29. Identify Main Purpose of Text To Describe Workshop: Identify Author's Purpose	30. Identify Main Purpose of Text To Describe Workshop: Identify Author's Purpose	Halloween 31. Introduction to Informational Text Workshop: Identify Main Purpose of Text	1.

November 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2. Daylight Savings Ends	3. Introduction to Table of Contents Workshop: Identify Main Purpose of Text	4. Election Day TEACHER INSERVICE	5. Formative Assessment #3 Workshop: Identify Main Purpose of Text	6. Introduction to Index Workshop: Table of Contents	7. Introduction to Glossary and Bold Print Workshop: Index	8.
9.	10. Introduction to Heading and Sub-Heading Workshop: Index	11. Veterans Day Introduction to Heading and Sub-Heading Workshop: Glossary and Bold Print	12. Introduction to Photographs and Captions Workshop: Glossary and Bold Print	13. Introduction to Photographs and Captions Workshop: Heading and Sub-Heading	14. Introduction to Diagrams and Labels Workshop: Heading and Sub-Heading	15.
16.	17. Introduction to Diagrams and Labels Workshop: Photographs and Captions	18. Identify Topic of Text Workshop: Photographs and Captions	19. Identify Topic of Text Workshop: Diagram and Labels	20. Identify Main or Central Idea Workshop: Diagram and Labels	21. Identify Main or Central Idea Workshop: Review of Informational Text Features	22.
23.	24. Formative Assessment #4 Workshop: Identify Topic and Main or Central Idea	25. Review Lesson from Unit 2 – Depends on what YOUR kids need! Workshop: Identify Topic and Main or Central Idea	26. NO SCHOOL	27. Thanksgiving Day NO SCHOOL	28. NO SCHOOL	29.
30.						

Second Grade - ELA Mini-Lessons
Unit 1 - 25 days

Date:	Date:	Date:	Date:	Date:
Unit 1 Day 6	Unit 1 Day 7	Unit 1 Day 8	Unit 1 Day 9	Unit 1 Day 10
ELA Mini-Lesson (5-15 minutes) Identify Problem and Solution	ELA Mini-Lesson (5-15 minutes) Identify Beginning of a Story	ELA Mini-Lesson (5-15 minutes) Identify Middle of a Story	ELA Mini-Lesson (5-15 minutes) Identify End of a Story	ELA Mini-Lesson (5-15 minutes) Identify Beginning, Middle, and End of a Story
Readers Workshop Practice Skill Identify Setting	Readers Workshop Practice Skill Identify Problem and Solution	Readers Workshop Practice Skill Identify Problem and Solution	Readers Workshop Practice Skill Identify Problem and Solution	Readers Workshop Practice Skill Identify Beginning, Middle, and End of a Story
Small Group Skill Members	Small Group Skill Members	Small Group Skill Members	Small Group Skill Members	Small Group Skill Members
Small Group Skill	Small Group Skill	Small Group Skill	Small Group Skill	Small Group Skill
60 min.	60 min.	60 min.	60 min.	60 min.

Second Grade - ELA Mini-Lessons
Unit 1 - 25 days

Date: Unit 1 Day 1	Date: Unit 1 Day 2	Date: Unit 1 Day 3	Date: Unit 1 Day 4	Date: Unit 1 Day 5
ELA Mini-Lesson (5-15 minutes) Identify Character	ELA Mini-Lesson (5-15 minutes) Identify Character	ELA Mini-Lesson (5-15 minutes) Identify Setting	ELA Mini-Lesson (5-15 minutes) Identify Setting	ELA Mini-Lesson (5-15 minutes) Identify Problem and Solution
Readers Workshop **Practice Skill** Procedures and Good Reading Strategies	**Readers Workshop** **Practice Skill** Procedures and Good Reading Strategies	**Readers Workshop** **Practice Skill** Identify Character	**Readers Workshop** **Practice Skill** Identify Character	**Readers Workshop** **Practice Skill** Identify Setting
Small Group Skill Members	Small Group Skill Members	Small Group Skill Members	Small Group Skill Members	Small Group Skill Members
Small Group Skill	Small Group Skill	Small Group Skill	Small Group Skill	Small Group Skill
60 min.	60 min.	60 min.	60 min.	60 min.

Unit 1 Readers Workshop

Mini-Lesson for: Identify Main or Central Idea
Unit 1   Theme: Government/Economics
Text Title/Genre:
Expected Length:

Learning Goal: RL 2.2 I can identify the main or central idea in a story.
Marzano Strategy: **DQ2** critical input and chunking
VOCABULARY: **Main or Central Idea –** one sentence that helps the reader understand what the story or passage is mostly about.

Mini-Lesson Outline:
 	
Day 1:
Model (I DO)
 	
Teacher:
Today we are going to learn about main or central idea. (Display or hang the main idea posters.) *A main idea is one sentence that helps the reader understand what the story or passage is mostly about. I am going to read this paragraph and look for words that tell me if there is main or central idea – one sentence that tells what the paragraph is mostly about.* Read the following paragraph out loud while students follow off document camera and listen.
 	
Janet loves to draw pictures of butterflies. She draws pictures for her teacher, her friends, and her parents. Her butterflies have lots of colors. Janet made a book of butterflies for her mother. Her mother loved it!
 	
Model asking yourself questions and giving the answers.
 	
Teacher: *Is there one sentence that tells what the paragraph is mostly about?*
   YES
What is it?
   Janet loves to draw pictures of butterflies.
 	
Today I found the main idea in this paragraph. The main idea is one sentence that tells what the paragraph is mostly about.

Prompt (WE DO)

Teacher:
Now we will read this paragraph out loud as many times as you can until I stay stop.
Look for words that identify the main idea. A main idea is one sentence that tells what the paragraph is mostly about. What is a main or central idea?
     Children: *A main idea is one sentence that tells what the paragraph is mostly about.*

Teacher:
READ THIS PARAGRAPH OUT LOUD AS MANY TIMES AS YOU CAN UNTIL I STAY STOP AND FIND THE MAIN OR CENTRAL IDEA.

Children read at own pace. Put this on document camera or chart.

Sam likes to play ball after school. His friends come over to his house to play. They have fun throwing and catching the ball. When it gets dark outside, his friends go home. Sam goes in the house, too.

Teacher:
Stop.
Is there one sentence that tells what the paragraph is mostly about?
     Children: Yes
Teacher: *What is it?*
     Children: Sam likes to play ball after school.
Teacher: *Yes, Sam likes to play ball after school is the main idea because it tells what the paragraph is mostly about. A main or central idea is one sentence that tells what the paragraph is mostly about. What is a main or central idea?*
     Children: A main or central idea is one sentence that tells what the paragraph is mostly about.

Day 2:
Practice (YOU DO)
Teacher:
Yesterday we learned about main or central idea. (Review main idea posters). *A main or central idea is one sentence that tells what the paragraph is mostly about. What is a main or central idea?*
     Children: A main or central idea is one sentence that tells what the paragraph is mostly about.
Teacher: *Yes, a main or central or idea is one sentence that tells what the paragraph is mostly about.*

READ THIS PARAGRAPH OUT LOUD AS MANY TIMES AS YOU CAN UNTIL I SAY STOP AND FIND THE MAIN OR CENTRAL IDEA.
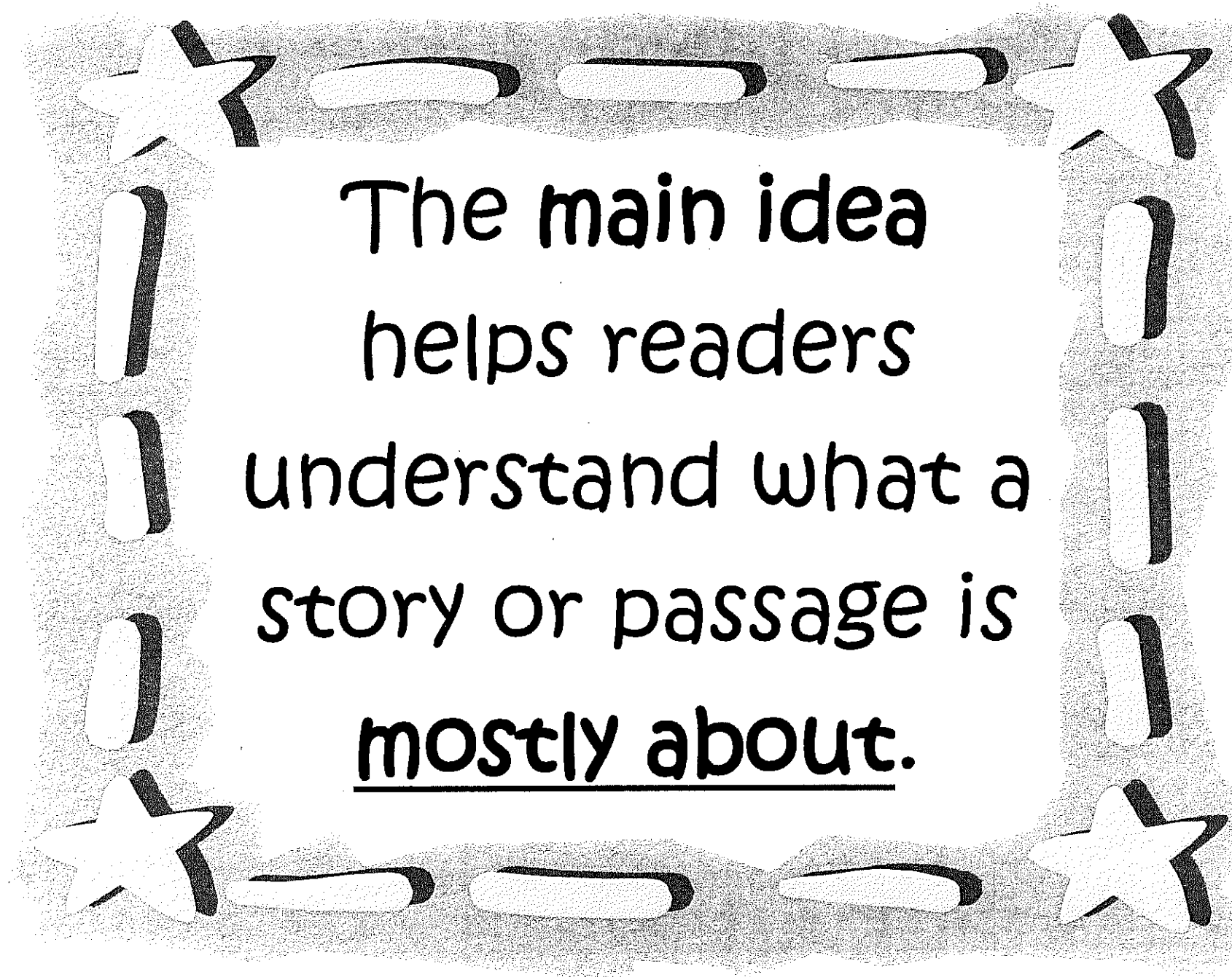Children read from document camera or chart.

Maria's family is going on a trip. They have four bags to carry. The family is going to the beach. They are going to ride in a big jet. They will have fun on their trip.

Teacher:
Stop. What is the main or central idea?
    Children: Maria's family is going on a trip.
Teacher: *Yes, the main or central idea is Maria's family is going on a trip.*
The main idea is one sentence that tells what the paragraph is mostly about.

Materials

Charts or document camera with two paragraphs for day 1 and 1 paragraph for day 2.
Main Idea Posters

Workshop Details

Conferences: (Who?)

Small Groups: (Who?)

Student Assignments:

Assessment

Main or Central Ideal Passages
I DO
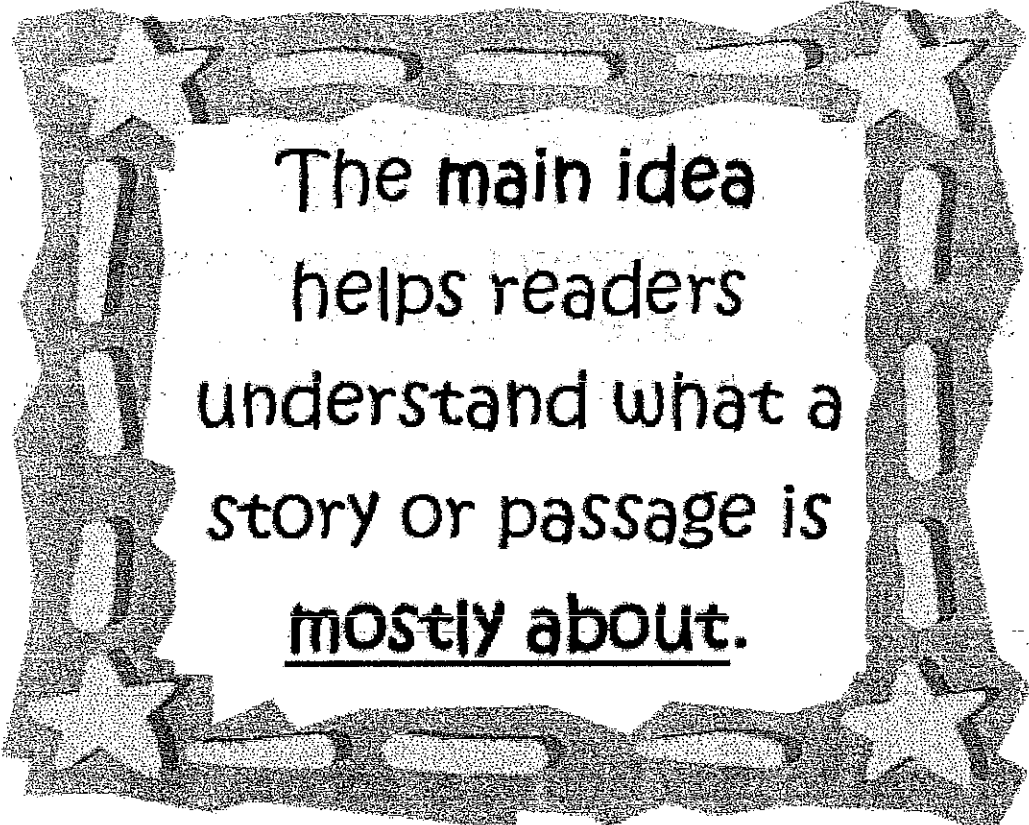
Janet loves to draw pictures of butterflies. She draws pictures for her teacher, her friends, and her parents. Her butterflies have lots of colors. Janet made a book of butterflies for her mother. Her mother loved it!

WE DO

Sam likes to play ball after school. His friends come over to his house to play. They have fun throwing and catching the ball. When it gets dark outside, his friends go home. Sam goes in the house, too.

DAY 2 / YOU DO

Maria's family is going on a trip. They have four bags to carry. The family is going to the beach. They are going to ride in a big jet. They will have fun on their trip.

The main idea helps readers understand what a story or passage is <u>mostly about.</u>

☆Main Idea Clues☆

1. Ask yourself, "What is the selection <u>mostly about</u>?"
2. Look at the <u>title</u>.
3. Look at the <u>pictures.</u>
4. Sometimes the main idea is stated in the <u>first or last sentence</u>.
5. Look for <u>clue words</u> that are <u>used repeatedly.</u>

The main idea helps readers understand what a story or passage is <u>mostly about.</u>

☆Main Idea Clues☆

1. Ask yourself, "What is the selection **mostly about**?"
2. Look at the **title**.
3. Look at the **pictures.**
4. Sometimes the main idea is stated in the **first or last sentence**.
5. Look for **clue words** that are **used** **repeatedly.**

COMMON CORE ELA LESSON PLAN

Mini-Lesson for: (skill) Inferencing
Unit Theme: Unit 1
Text Title/Genre:
Expected Length: 3 Days

Learning Goal: Students will be able to explain the definition of an inference, use three step process to infer, and be able to infer information from a passage.

Marzano Strategy: (we/I will fill this in later)

VOCABULARY: Inference, Drawing Conclusions

Mini-Lesson Outline:

Day 1:
Model (I DO)
   Teacher will define inference (though this might be a review).
   Teacher will explain daily uses of inferences and explain three-step process to inferring.
   Teacher will model Inferencing with the passage below (and on power point) working through the three-step process.

The school is brightly lit, even though it is 7:00 PM. Parents rush from the parking lot into the front door. Student ushers direct them to the auditorium. Inside the auditorium, the teachers are sitting up front and the principal is standing at a podium on the stage. There is a large poster hanging behind the principal. It says: Welcome Parents

Teacher should fill in the chart...example below.

1. What I read +	2. What I already know	3. What I can infer
• Parents are coming to school. • It is in the evening • The teachers and principal are there.	_____ _____ _____ _____ _____	The school has gotten the parents, students, and staff together for an introduction for the upcoming school year.

Day 2: Prompt (WE DO)
Teacher and students will review what an inference is and the three steps to the process.
As a group, class and teacher will infer passage # 2:

Oh, I had a balloon.
It was round, it was red.

Such a lovely balloon, almost as big as my head.
But, I heard a loud noise,
and I looked around to see.
For I wonder just what,
made that loud noise at me.

What I read +	What I already know =	What I can infer

As a group, class and teacher will infer passage # 3:

The Snow-Bird
By Frank Sherman
When all the ground with snow is white
The merry snow-bird comes.
And hops about with great delight
To find the scattered crumbs.
How glad he seems to get to eat a piece of cake or bread!
He wears no shoes upon his feet,
Nor hat upon his head.
But happiest is he, I know,
Because no cage with bars
Keeps him from walking on the snow
And printing it with stars.

What I read +	What I already know =	What I can infer

Day 3:

Practice (YOU DO)

Teacher and students will review what an inference is and the three-step strategy.

Students will independently use three-step strategy to infer information from three sample paragraphs. (see attached worksheet).

Materials

Inferencing Note Sheet

Inferencing Powerpoint (this has the I DO and We Do prompts)

Inferencing Student Practice Sheet

Workshop Details

Conferences: (Who?)

Small Groups: (Who?)

Student Assignments:

Assessment

Make an Inference

Read Between the Lines

What is an Inference?

* An inference is something that you conclude based partly on evidence and partly on your own knowledge.

* When you make an inference, you read something, add what you know to it, and draw a conclusion.

* You put "two and two together" or "read between the lines".

What I read +	What I already know =	What I infer
A character has tears in his eyes	People with tears in their eyes are often sad.	The character is sad or upset.

Daily Use of Inferencing

We use inferencing everyday! Sometimes you may call inferencing by one of its synonyms:

* Draw conclusions
* Deduce
* Interpretation
* Reason
* Read Between the Lines

These are some things we do everyday in the real word that require us to infer:

* Compare things
* Evaluate situations
* Make predictions

These skills help you to choose friends, settle arguments, and make decisions.

How do I Infer when I read?

The school is brightly lit, even though it is 7:00 PM. Parents rush from the parking lot into the front door. Student ushers direct them to the auditorium. Inside the auditorium, the teachers are sitting up front and the principal is standing at a podium on the stage. There is a large poster hanging behind the principal. It says: Welcome Parents!

* Follow the three steps below ☺

What I read +	What I already know =	What I Infer
1. Parents are coming to school. 2. It is in the evening 3. The teachers and principal are there.	1. Our school has a meet the teacher/ open house at the beginning of the year.	1. The school has gotten the parents, students, and staff together for an introduction for the upcoming school year.

Let's Practice

Oh, I had a balloon.

It was round, it was red.

Such a lovely balloon, almost as big as my head.

But, I heard a loud noise,

and I looked around to see.

For I wonder just what,

made that loud noise at me.

What I read +	What I already know =	What I Infer

More Practice

The Snow Bird

By Frank Sherman

When all the ground with snow is white

The merry snowbird comes.

And hops about with great delight

To find the scattered crumbs

How glad he seems to get to eat a piece of cake or bread

He wears no shoes upon his feet,

Nor hat upon his head.

But happiest is he, I know,

Because no cage with bars

keeps him from walking on the snow

What I Read +	What I Already Know =	What I Infer

What can I infer about the bird?

Inferencing

What is an inference?

- An inference is something that you _____ based partly on
  _____ and partly on your _____ knowledge.
- When you make an inference, you read something, add what you know
  to it, and _____ _____ _____.
- You put " _____ _____ _____ "or
  "read between the lines".

What I read +	What I already know =	What I can infer
A character has tears in his eyes.	People with tears in their eyes are often sad	_____ _____

We use inferencing everyday ☺

Sometimes you may call inferencing by one of its _____.

- Draw Conclusions
- _____
- Interpretation
- _____
- Read Between the Lines
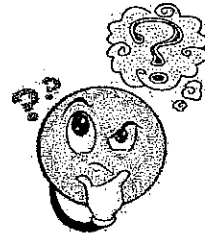
Some things we do everyday in the real world that require us to infer:
- Compare Things
- Evaluate situations
- _____ _____

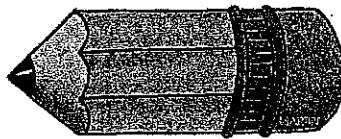These skills help us to choose friends, settle arguments, and make decisions.

How do I infer when I read?

Let's Practice:

What I read +	What I already know =	What I can infer

What I read +	What I already know =	What I can infer

Inferencing Practice

Read the following paragraphs and use the three-step inferencing strategy we have been practicing to make a logical inference from the reading.

1. What a long elevator ride it was! Lu and Seth couldn't wait to see the view through the metal fencing. The wind was blowing through their hair as they looked down. The cars on the street looked like toy cars. What an amazing pace this was! Where are they?

What I read +	What I already know =	What I can infer

2. Frankie could hear the people's screams from a long distance. She could hear terror and excitement in the screams. The sound of the screams occurred intermittently. A brief moment of silence would be followed by full-force screams. Frankie could also hear what she thought might be the rattle of chains. What could be going on?

What I read +	What I already know =	What I can infer

3. Mary has been a receptionist at Hair Clips for seven years. She rarely makes mistakes in scheduling customers. Last week, two hairdressers complained that three of their regular customers missed their appointment because of scheduling errors. What could have happened?

What I read +	What I already know =	What I can infer

Mini-Lesson for: Summarizing
Unit Theme: Unit One
Text Title/Genre:
Expected Length: 2 days

Learning Goal: RL 8.2 Students will be able to define the term summary and use a given strategy to summarize effectively.
Marzano Strategy: (we/I will fill this in later) DQ 2
VOCABULARY: Summarizing

Mini-Lesson Outline:
 	
Day 1:
Model (I DO)
   Teacher will define summarizing using attached power point.
   Students will write down the definition and strategy using their note sheet.
   Teacher will introduce the strategy "Somebody Wanted But So" to help write a good summary.
   Teacher will model writing a summary using a familiar text (Paper Bag Princess, Ferdinand, etc)
 	
Prompt (WE DO)
   Teacher and student will write a summary of Pixar Short # 1 using strategy.
 	
Day 2:
Practice (YOU DO)
   Teacher will review definition of summarizing and strategy.
   Students will watch Pixar Shorts # 2 - # 3and write a summary individually. Students should do this on the student practice sheet.
   Students will read the short passage STICK-TO-IT-IVE as a final review of summarizing in small groups/conferencing during workshop time.

Materials
Summarizing Power Point **Summarizing Note Sheet** **Familiar Text (Children's book..etc)** **Pixar Shorts (Links in the power point)** **Stick-to-it-ive Passage and Questions**

Math- Grade 4

Lesson

Day 3

Domain- Measurement and Data, Operations and Algebraic Thinking

Learning Goal- Create Conversion tables for units of time, and use the tables to solve problems

Standards of Mathematical Practices to be emphasized:
MP. 2 Reason Abstractly and Quantitatively
MP. 3 Construct Viable Arguments and Critique the Reasoning of Others
MP. 7 Look for and Make Use of Structure
MP. 8 Look for an Express Regularity in Repeated Reasoning

Vocabulary: hours, minutes, convert

Fluency Practice:

Grade 4 Core Fluency Differentiated Practice Sets **4.NBT.4** (4 minutes)
- Convert Capacity Units **4.MD.1** (4 minutes)

Grade 4 Core Fluency Differentiated Practice Sets (4 minutes)
Materials: (S) Core Fluency Practice Sets from Lesson 2
Note: During Section 1 and for the remainder of the year, each day's Fluency Practice may include an opportunity for mastery of the addition and subtraction algorithm by means of the Core Fluency Practice Sets. The process is detailed and materials are provided in Lesson 2.

Convert Capacity Units (4 minutes)
Materials: (S) Personal white boards
Note: This fluency activity reviews Lesson 2 and metric conversions from Unit 2.
T: (Write 1 L = ___ mL.) How many milliliters are in 1 liter?
S: 1,000 milliliters.
Repeat the process for 2 and 3 liters.
T: (Write 5 L = ___ mL.) Write the number sentence.
S: (Write 5 L = 5,000 mL.)
T: (Write 1 gal = ___ qt.) How many quarts are in 1 gallon?
S: 4 quarts.
Repeat the process for 2 and 3 gallons.
T: (Write 9 gal = ___ qt.) Write the number sentence.
S: (Write 9 gal = 36 qt.)
T: (Write 1 qt = ___ pt.) How many pints are in 1 quart?
S: 2 pints.

Repeat the process for 2 and 3 quarts.

T: (Write 7 qt = ___ pt.) Write the number sentence.

S: (Write 7 qt = 14 pt.)

T: (Write 1 pt = ___ c.) How many cups are in 1 pint?

S: 2 cups.

Repeat the process for 2 and 3 pints.

T: (Write 6 pt = ___ c.) Write the number sentence.

S: (Write 6 pt = 12 c.)

Concept Development (whole group):

Materials: (T) Analog clock with a second hand, stopwatch (S) stopwatch (1 per group), personal white board, Practice Sheet

Problem 1: Convert minutes to seconds.

T: (Hold up analog clock.) This clock has three hands. What units do the three hands count?

S: Hours, minutes, and seconds.

T: How many seconds are in 1 minute?

S: 60 seconds.

T: In your groups, one person will need to be in charge of the stopwatch. The rest of the group will close their eyes and, when they think 1 minute has passed, will write M on their personal boards. Let's see who comes closest to a minute.

T: (Allow students to finish activity.) Did anyone write M on your board at exactly 1 minute?

T: (Display two-column table. Complete table together.) What is the rule for converting minutes to seconds?

S: Multiply by 60.

T: Complete the conversion table for minutes to seconds.

T: Solve for how many seconds are in 16 minutes.

S: 10 minutes is 600 seconds. 6 minutes is 360 seconds. 600 + 360 = 960. 960 seconds are in 16 minutes. → 16 times 60 is 960. 16 minutes equals 960 seconds.

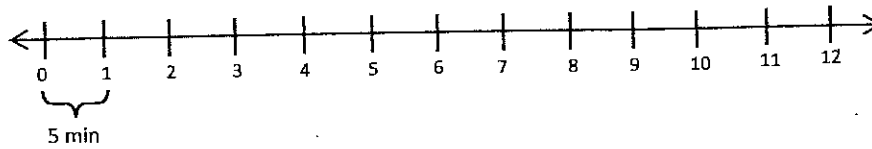| Minutes	Seconds
1	60
2	120
3	180
4	240
5	300
6	360
7	420
8	480
9	540
10	600

Repeat the process with 23 minutes.

Problem 2: Convert hours to minutes.

T: Let's imagine, as we practiced in Grade 3, that we unwrap the clock and look at the numbers on a number line.

T: We can use the number line to help us determine the number of minutes in one hour. How many minutes are in an hour?

S: 60 minutes.

T: How many groups of 5 minutes?

S: 12 groups.

T: (Display the two-column table.) Complete the conversion table for hours to minutes.

T: How many minutes are in 18 hours?

S: 600 + 480 = 1,080. There are 1,080 minutes in 18 hours. → 18 × 60 = 1,080. 18 hours equals 1,080 minutes.

T: How many seconds are in 18 minutes? (Pause.)

S: It's the same number! 1,080 seconds.

T: Why?

S: We multiplied by a factor of 60 for both. → The rule is times 60.

Repeat the process with 36 hours.

Problem 3: Convert days to hours.

T: With your partner, determine the number of hours in 1 day. Use the number line if it helps you.

S: There are 24 hours in 1 day. The number line represents 12 hours, but I know that we need to double that because 12:00 a.m. to 12:00 p.m. is just half the day. A full day would be another 12 hours back to 12:00 a.m.

T: If we know that there are 24 hours in 1 day, we can complete the conversion table for days to hours. Complete the table.

T: How many hours are in 14 days?

S: 240 hours + 96 hours = 336 hours. → 14 × 24 = 336 hours.

Repeat the process for 42 days.

Hours	Minutes
1	60
2	120
3	180
4	240
5	300
6	360
7	420
8	480
9	540
10	600

Days	Hours
1	24
2	48
3	72
4	96
5	120
6	144
7	168
8	192
9	216
10	240

Problem 4: Solve a word problem involving converting days to hours.

T: The Apollo 17 mission was completed in 12 days, 14 hours. How many hours did the mission last?

Solution A

12 days 14 hours

240 hours | 48 hours

10 days   2 days   14 hours
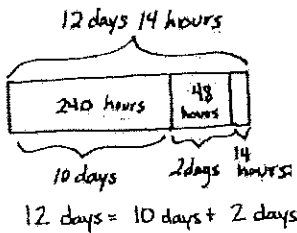
12 days = 10 days + 2 days

$(10 \times 24) + (2 \times 24)$

$= 240 + 48$

$= 288$

```
 288
+ 14
-----
 302 hours
```

The mission lasted 302 hours.

```
  12
 ×24
-----
  48
+240
-----
 288
```

Solution B

12 days 14 hours

24 hours   14 hr.
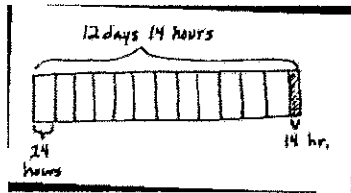
$12 \times 24 = 288$

$288 + 14 = 302$

The mission took 302 hours.

Solution C

13 days

12 days 14 hours   10 hours
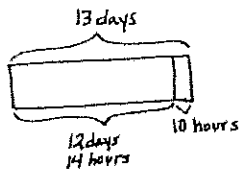
$13 \times 24 = 312$

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  13
 ×24
-----
  52
 260
-----
 312
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$312 \text{ hr} - 10 \text{ hr} = 302 \text{ hr}$

It took 302 hours.

Guided Practice:

Students should do their personal best to complete the Problem Set/ Guided Practice within the allotted 10 minutes. For some classes, it may be appropriate to modify the assignment by specifying which problems they work on first. Some problems do not specify a method for solving.

Student Debrief (10 minutes)

Lesson Objective: Create conversion tables for units of time, and use the tables to solve problems.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set/Guided Practice. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set/ Guided Practice and process the lesson.

You may choose to use any combination of the questions below to lead the discussion.
- Explain how you could solve Problem 1 without a number line.
- Would it make sense to solve Problem 2 in seconds? Why or why not?
- Explain two strategies for solving problems converting a number of days to hours. Which method is most efficient and why? Which strategy did you use to solve Problem 7?
- Can anyone describe how time is kept in the military or in a foreign country? Is time (seconds, minutes, and hours) defined as a metric or customary system?

Independent Practice:

As students complete the independent practice, some might still need to work with a partner. Modify the assignment to meet student's needs. At this time please pull up "small needs groups" to address misconceptions, and content that needs enriched or intervened on

Exit Ticket:

After the Student Debrief and independent practice, instruct the students to complete the Exit Ticket. A review of their work will help you assess the students' understanding of the concepts that were presented in the lesson today and plan more effectively for future lessons. You may read the questions aloud to the students

Materials: Analog clock with a second hand, stopwatch (S) stopwatch (1 per group), personal white board, Practice Sheet