**Weekly Lesson:** Griffin

**Class:** Read 180

**Dates:** Jan 27-31 Week 4

**Objective**: Articulate the sequence of events in a social studies text using graphic organizers and signal words

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday  | Thursday | Friday |
| **I do:** | Review lesson objectives-Use a checklist to ensure lesson objectivesPre-play anchor videoCloze Read “Made in China” (pages 42-43) | Cloze read pages 44-45 | Direct instruction on: Context clues | Notes on a narrative paragraph | Reading + |
| **We do:** | Choral read “Made in China” -Target word: contemporary/economic-sequence of events page 43. | Choral read “Made in China” 44-45Green/attain-sequence of events page 45.  | -Complete worksheet on context clues. Read the stretch text: “Disease Detective Camp” | -Identify parts of student model of narrative paragraph.  |  |
| **You do:** | -react and write-synthesize-circle main in 1 particular section |  Analyze text feature (graphic) on page 44 with questions on page 45). -react + write-summarize-Skills check | --Word Challenge pages 46-47-complete sequence of events on page 579 (graphic organizer) | Brainstorm activity-ideas/outline for 3 body paragraphs.  |  |
| **Assessment/****Closure:** | -exit ticket“How many things can you find in your bag or on yourself that say ‘made in China’? |  | Use context clues to ID ‘words to know’ in stretch text: fatal, authoritatively & gory.  | “How does sequence of events help us write a narrative paragraph” |  |