Dates: Nov. 6-10 DPS UNIT 2: Week 2

Unit Focus Question:What techniques can I use to better comprehend informational writing? Teacher: Butler/McFadden

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standards & “I will statements”  | I will identify the different text features of a non-fiction, so that I can explain how they will be helpful in reading and comprehending a text. I will know I have this when I can correctly match all text features to their names. Mrs. Butler will guide me in understanding how these support the text . | I will highlight the vocabulary words in the text as I read, so that I can use the context clues to determine the meaning of the unknown words. I will know I have this when I complete the “Words to Know, 2” page. Mrs. Butler will provide me with background knowledge on the topic. | I will complete a cause/effect graphic organizer, so that I can identify this text structure. I will know I have it when I successfully Identify the causes and effects from the article.Mrs butler will review what a cause and effect are.  | I will complete comprehension questions using text support, so that I can back up my answer, I will know I have it when I can use text to support my answers. Mrs. Butler will show me models of how to answer short answer questions using “stems”. | No School |
| Essential Questions | How do the different text features help a reader comprehend a text? | How do I determine the meaning of unknown words using the context clues to help me. | How does an author use cause/effect structure to show how a major event impacts the text? | How do I support my answers to non-fiction text using textual support? | No School |
| Do Now (5-10 Min) | Vocab[What do you think is going on in this picture](https://www.nytimes.com/column/learning-whats-going-on-in-this-picture) | Picture of the Day | Picture of the Day | Short answer Quiz | No School |
| Mini- Lesson:(15 Minutes)  | Video and Video Discussion Questions on SyriaFirst thing you do before you read is Identify Text Features | Reading the sentences, determine the possible meanings of those vocabulary words.  | Read over Summary: Blanket statement of what the major event in this article is. | Handout a list of ways students can support their answers.  | No School |
| Co-Teacher Model: | Team Teaching | Teacher 1: LeadTeacher 2: Assist Students | Lead & Assist | Lead & Assist | No School |
| Activity | Text Feature Scavenger Hunt | Read Article and “Stop to think” as you read.  | Find Text to support the causes of this major Event. Highlight in one color.Find Text to Support Effects of this Major Event Highlight in another color. | Critical Thinking Questions using these stems, and highlighting answer in text.  | No School |
| Co-TeacherModel: Teacher 1 | Parallel Teaching for Activity | Parallel Teaching or Stations:Write a short 5 W Summary of each section | Parallel Teaching: Lead in Highlighing | Teacher Led Station:Highlighting Text Support, come up with group poster of answers | No School |
| Co- Teacher Model: Teacher 2 | Parallel Teaching for Activity | Parallel Teaching or Stations: Write a short 5 W Summary of each Section you read.  | Parallel Teaching: Lead in Highlighting | Teacher Led Station:Students Highlight Asnwer COme up with Group Poster. | No School |
| Station (if needed)Student Led: |  | Parallel Teaching: Write a short 5 W Summary of each section you read.  |  | Student Led Station:Choose one write: group comes up with a poster | No School |
| Homework | Article of the Week  | Article of the Week | Article of the week | Due Article of the Week | No School |
| To do/Materials Needed | Article of the Week | Article “Find the Main Idea Support Sheet” | HighlersCause/EffectArticle | Poster PaperStems to UseArticleHighlighters | No School |

**Vocabulary Definitions:**

Caption: words that describe a picture or illustration in non-fiction text

Photograph: A picture that is taken with a camera and inserted into a text, to show what the text is about.

Illustration: A picture that is drawn by an illustrator and inserted into a text to show what the text is about.

Title: Read first thing. Hints toward the main idea of the whole article

Heading: Divides the passage into sections about a similar topic/main idea. In bold print

Subheading: appears under a heading. Usually in larger print than the average text. Divides the text under the subheading into smaller concepts.