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|  | Monday | |
| **Language Arts** | **Read Aloud**: Who Ran my Underwear up the Flagpole  Objectives: The teacher will demonstrate active reading strategies for the students. The students will be able to use active reading strategies during all readings.   1. Read aloud for 5 minutes 2. Demonstrate *Preview*, *Predict*, *Question*, *Connect*, *Review*, and *Evaluate* Active Reading Strategies   **Collins Writing**:  List 10 things you know about groundhogs and/or Groundhogs Day.  **Open-ended:** Groundhog Day – Whole Group  Objective: The students will be able to answer the open ended question and tell how Groundhog Day came to be celebrated in the United States.   1. Read the question and discuss what we need to do to answer the question 2. Read the passage 3. Use Active Reading Strategies 4. Highlight important information as we read 5. Begin to complete the Prewriting sheet (use different colors for each example and explanation) | **Homework:**   1. AR Points due October 29th |
| **Notes** |  | |
|  | Tuesday | |
| **Language Arts** | **Read Aloud**: Who Ran my Underwear up the Flagpole  Objectives: The teacher will demonstrate active reading strategies for the students. The students will be able to use active reading strategies during all readings.   1. Read aloud for 5 minutes 2. Demonstrate *Preview*, *Predict*, *Question*, *Connect*, *Review*, *Evaluate,* and *Visualize* Active Reading Strategies   **Open-ended:** Groundhog Day – Whole Group  Objective: The students will be able to answer the open ended question and tell how Groundhog Day came to be celebrated in the United States.   1. Continue working on the Prewriting sheet (use different colors for each example and explanation) 2. Begin writing final copy | **Homework:**   1. AR Points due October 29th |
| **Notes** |  | |
|  | Wednesday | |
| **Language Arts** | **Read Aloud**: Who Ran my Underwear up the Flagpole  Objectives: The teacher will demonstrate active reading strategies for the students. The students will be able to use active reading strategies during all readings.   1. Read aloud for 5 minutes 2. Demonstrate *Preview*, *Predict*, *Question*, *Connect*, *Review*, *Evaluate,* and *Visualize* Active Reading Strategies   **Collins Writing**: 3-2-1: List 3 things you thought you knew about groundhogs/Groundhog’s Day, 2 things you learned about groundhogs/Groundhog’s Day and 1 question you still have about groundhogs/Groundhog’s Day.  **Open-ended:** Groundhog Day – Whole Group Objective: The students will be able to answer the open ended question and tell how Groundhog Day came to be celebrated in the United States.   1. Finish writing final copy. | **Homework:**   1. AR Points due October 29th |
| **Notes** |  | |
|  | Thursday | |
| **Language Arts** | **Read Aloud**: Who Ran my Underwear up the Flagpole  Objectives: The teacher will demonstrate active reading strategies for the students. The students will be able to use active reading strategies during all readings.   1. Read aloud for 5 minutes 2. Demonstrate *Preview*, *Predict*, *Question*, *Connect*, *Review*, *Evaluate,* and *Visualize* Active Reading Strategies   **Open-ended:** Is Anyone Out There – Whole Group Objective: The students will be able to tell how scientists are searching for signs of life in space.   1. Read the question and discuss what we need to do to answer the question 2. Read the passage 3. Use Active Reading Strategies 4. Highlight important information as we read 5. Begin to complete the Prewriting sheet (use different colors for each example and explanation) | **Homework:**   1. AR Points due October 29th |
| **Notes** | **Library** 9:35-9:58 10:01-10:21 2:00-2:23 | |
|  | Friday | |
| **Language Arts** | **Read Aloud**: Who Ran my Underwear up the Flagpole  Objectives: The teacher will demonstrate active reading strategies for the students. The students will be able to use active reading strategies during all readings.   1. Read aloud for 5 minutes 2. Demonstrate *Preview*, *Predict*, *Question*, *Connect*, *Review*, *Evaluate,* and *Visualize* Active Reading Strategies   **Collins Writing**: In five minutes, describe what it would be like to be an astronaut in space.  **Open-ended:** Is Anyone Out There – Whole Group Objective: The students will be able to tell how scientists are searching for signs of life in space.   1. Continue working on the Prewriting sheet (use different colors for each example and explanation) 2. Begin writing final copy | **Homework:**   1. AR Points due October 29th |
| **Notes** |  | |