

Weekly Schedule: Week 2

Day	Skill	Strategy:	Independent Practice
Tuesday	Skill for the unit	Question	Read the library books annotating for predictions.
Wednesday	Skill for the unit	Prediction	Math Boot Camp, your planning time.
Thursday	Assessment:  Assessments are found in the back of your teacher's guide.	Have them annotate their questions, predictions, and clarify on the assessment.	Math Boot Camp, your planning time.
" _____ "	<p>"What in the text made you think that?"</p> <p>What page? What paragraph?</p> <p>Good readers reread.</p> <p>Why?</p>	<p>When I was reading this is the (question/ prediction I came up with"</p> <p>"Did any of you have the same one?"</p> <p>"Are there any other questions/ predictions you made while you were reading?"</p>	

Things to Remember: You and your team teacher alternate reading aloud.

When you ask a question tell them how you want them to respond. Hand raise, think pair share, blurt out. Etc.

Date:	Wednesday, July 7 <sup>th</sup>
Text:	Race to Bottom of the World!
Unit/Skill:	Compare/Contrast
Strategy:	Question      Prediction      Clarify
Focus Question:	What differences led to the outcome of the race?
Pre reading Activities:	<p>Previewing the text: (2 min.) Text Feature Walk: Looking for captions, headings, sub headings, bulleted info, pictures, graphs, charts.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Text Features: Subheadings, captions, real pictures, diary entries</p> </div> <p>(2 min.) Picture Walk: Predicting what the story is about from the picture.</p> <p>(3 min.) Pre-teach 3 vocabulary words.          -Have a short definition.          -Have the sentence from the text with the word.          -Have a picture.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Vocabulary Words:</p> <p><u>Norwegians</u> : Definition: People from Norway.</p> <p>Sentence: Like many Norwegians, Amundsen was an expert skier, and he made sure that all of the nineteen men on his expedition were too.</p> <p><u>base camp</u> : Definition: a place to leave most of your gear before a short expedition</p> <p>Sentence: Both teams set up base camps and made trips inland to bury supplies for their return trips from the pole.</p> <p><u>skimmed</u> : Definition: move over lightly</p> <p>Sentence: on October 19, 1911, Amundsen and four companions skimmed off across the snow with four sleds pulled by dogs.</p> </div>
During Reading Activities	

**First Reading:** Teacher Read. Rotate between teachers. Have students follow along. Have two comprehension questions per page. The goal here is for students to read the story from beginning to end. This prevents their choppy reading which is due to lack of background knowledge or having to decode.

Page	Question
34	What did Scott use to pull his sleds? Where are they going?
35	Where is Amundsen from? Vocab! What could Amundsen build for shelter?
36	Which team got there first? Why did Scott's team have trouble?
37	What happened to Scott's team? What did Scott insist on bringing?

Transition: You summarize the story.

**Second Reading:** READING FOR A STRATEGY! Pick one reading strategy. Your focus should be on the one strategy.

Page	Para-graph #	Strategy prompt: Making Predictions
34	2-3	T: I Predict that Scott will not survive. (He was in a hurry) R: The ponies will fail. R: The motorized sleds will fail. Again: scott will not survive (everything they say is negative)
35	1-3	R: Amundsen will survive (he planned better, expert dogs and skiers) What else might we predict?
36	1-5	What details add to our previous predictions? ****new vocab: what is a crevasse?
37		Discuss that we don't make predictions at the end because it's over!

Transition: Together summarize the story.

**Third Reading:** Reading for the skill. The unit this text comes from is the skill. All over your questions now should be focused on that particular skill. Remember this can work in forward or reverse. You can provide them one piece and ask them you reached your answer. For example for cause and effect you can provide the effect and they give the cause. Or For main idea and detail you might provide the main

	idea and they identify the supporting details.		
	Page	Para-graph #	Skill question    Compare and Contrast
	1-3		<p>Lets work together to create a ven diagram to compare the preparation of the two teams. (turn to handout, this is an important skill and we don't usually have time for the worksheets, so lets do it now)</p> <p>Differences: time of prep, sled team, skiing abilities, knowledge of cold climates</p> <p>Sim: going to south pole, wanted to be first, used sleds...</p> <p>Now lets compare and contrast in a diagram the knowledge /experience/motivations of the two leaders.</p> <p>Diff: Admundsen spent time in the arctic, igloo skills, fur skills. Amundsen planned for a long time.</p> <p>Sim: both had been to an arctic area.</p> <p>Might also compare contrast how the teams might have felt (using the skill of making inferences)</p> <p>-emphasize importance of sighting specific lines in the text. Ven diagrams are a great tool for this skill.</p>
	Transition: Have students summarize the story for you collectively as a class.		
Post Reading Activities.	Discussion Questions/ Going over the questions in the text.		
Independent reading activities.	Read Library book annotating for the strategy.		



**To infinity, and  
beyond!!!!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Agenda: Previewing the text

Text Feature Preview:

**Circle the text features that you see.**

**captions, footnotes, real images, drawings and pictures, graphs, charts, title, headings,  
sub-headings, bulleted information, dialogue, quotation**

**Fiction or Non-fiction**

Picture Walk: Predict what the text is about from the pictures.

Vocabulary:

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