

Grade 5 Reading Curriculum Map Unit 1 Week 1

Good readers know that characters are people or animals in a story. Characters can be real or made-up. They have actions and feelings.

Grouping	Components of the Reading Block	Purpose Craft Essential Questions: How do we live, work, and play together?	Instructional Activity Skills and Strategies in Context How We Read: The Grade Book TWo, TWo-Tell With Me, Sing With Me Chant		Resources www.goeastcentral.net		
					Reading, Shared Teacher Editions	Options for the Job	
Whole Group	Vocabulary Development	<ul style="list-style-type: none">Model shared readingBuild examples and vocabulary related to the unit's theme and the unit focusBuild backgroundDevelop-Girl Vocabulary	Day 1: Let's Talk, Let's Learn, Let's Sing: TWo, TWo p. 14-15		Unit 1, pp. 11	Oral Vocabulary Review, pp. 20-21	
			Day 2: Let's Talk/Let's Sing, Let's Learn: Among Words: First, Second: TWo, TWo p. 14-15		Unit 1, pp. 12		
			Day 3: Let's Talk, Let's Sing, Let's Learn: Among Words: Third, Fourth: TWo, TWo p. 14-15		Unit 1, pp. 18		
			Day 4: Let's Talk, Let's Sing, Let's Learn: Among Words: Fifth, Sixth: TWo, TWo p. 14-15		Unit 1, pp. 47		
			Day 5: Let's Talk, Let's Sing, Check-Girl Vocabulary: TWo, TWo p. 14-15		Unit 1, pp. 11		
Whole Group	Mini Lesson/ Shared Reading	<ul style="list-style-type: none">Introduce, model, and apply the skill: characterIntroduce, model, and apply the strategy: predicting and checking predictions and whatRespond to Literature	Day 1: Model Reading Strategy, Introduce Skill, Reader Response: The Little School Bus (SR)		Unit 1, pp. 14-15	Dialogic Reading, pp. 48-49	
			Day 2: Model Reading Strategy, Target Skill: The Little School Bus		Unit 1, pp. 14-15		
			Day 3: Target Skill and Monitor Progress: The Little School Bus		Unit 1, pp. 19	Authentic Character, pp. 88-89	
			Day 4: Let's Read, Target Skill: The Little School Bus		Unit 1, pp. 48		
			Day 5: Read Aloud, Check Skill, Answer Skill		Unit 1, pp. 14	Strategic Practice, pp. 128-129 Read/Think, pp. 128-129	
Small Group	Differentiated Instruction (DI)	While engaged in guided reading, teachers or independent reading, students will: <ul style="list-style-type: none">Make predictions about the actions of characters and events in a textRecall and retell important events in their own words	Guided Reading How to Read: How to Read at the Check, Meet	Options <ul style="list-style-type: none">Independent ReadingListeningWord WorkArtWritingSocial StudiesMath	Unit 1, pp. 1-3 Unit 1, pp. 10-11 Unit 1, DI pp. 10-11 Unit 1, DI pp. 10-11-19	Differentiated Instruction, pp. 15-16 Targeted Reader Skills Chart, pp. 150-161	
					Unit 1, DI 45		
Small Group	"Check a Date"	<ul style="list-style-type: none">Re-teach the understanding of character and predictions in text	<ul style="list-style-type: none">Understand Developmental DifferencesUnderstand Personal Business Not Labeled Readers				
Whole Group	Group Share	<ul style="list-style-type: none">Check for understandingShare examples/predictions with classmates	<ul style="list-style-type: none">Share responses to the questions: How do we get to school?				
Whole Group	Word Work and Letter Study	<ul style="list-style-type: none">Phonological Awareness: Blending WordsLetter Recognition: Aa, Bb, Cc, Dd, EeHigh Frequency Words: I, amShared/Modelled/Interactive Writing	Day 1: Phonological Awareness, Letter Recognition, Shared Writing		Unit 1, pp. 10-11	Phonological and Phonics Awareness, pp. 62-67 Phonics, pp. 68-69	
			Day 2: Phonological Awareness, Letter Recognition, Modelled Writing		Unit 1, pp. 12-14		
			Day 3: Phonological Awareness, Letter Recognition, Modelled Writing		Unit 1, pp. 40-41		
			Day 4: Phonological Awareness, Letter Recognition, Interactive Writing		Unit 1, pp. 42-51		
			Day 5: Phonological Awareness, Letter Recognition, Shared Writing		Unit 1, pp. 12-14		

Scott Foresman Street Curriculum Pacing Guide

Anna S. Ochoa-Becker



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The John Catt Guide to International Schools 2010/11 Wendy Bosberry-Scott, 2010-10 Containing up to date information on the full range of international schools including single sex co educational day and boarding schools this guide will assist parents and children in choosing the right international school for them Designing Effective Assessment Trudy W. Banta, Elizabeth A. Jones, Karen E. Black, 2009-07-14 Fifteen years ago Trudy Banta and her colleagues surveyed the national landscape for the campus examples that were published in the classic work *Assessment in Practice* Since then significant advances have occurred including the use of technology to organize and manage the assessment process and increased reliance on assessment findings to make key decisions aimed at enhancing student learning Trudy Banta Elizabeth Jones and Karen Black offer 49 detailed current examples of good practice in planning implementing and sustaining assessment that are practical and ready to apply in new settings This important resource can help educators put in place an effective process for determining what works and which improvements will have the most impact in improving curriculum methods of instruction and student services on college and university campuses **Scott Foresman-Addison Wesley Mathematics**, 2006-07-14 Scott Foresman Addison Wesley Mathematics Diamond Edition c 2008 components for Grade 2 Mathematics Teaching Aids Montclair State College, 1947 **Gender Consciousness and Privilege** Celeste Brody, Kasi Allen Fuller, Penny Poplin Gosetti, Susan Randles Moscato, Nancy Gail Nagel, Glennellen Pace, Patricia Schmuck, 2005-08-12 Develops a new framework for working in schools that helps educators make informed decisions about change at individual classroom curricular and school levels on behalf of gender equity Addresses the issue of understanding the impact of education on the two sexes and looks at responsibility for creating gender fair environments organising work and creating environments for learning The book draws on a two year study into the role that gender played as three Catholic high schools prepared to move from single sex to coeducation It does not weigh the advantages of single sex against coeducative approaches but studies gender in a setting where the participants consciousness of gender issues was heightened faculty and administration were formally and informally discussing gender concepts and students were talking about male and female issues The book shows that the combination of leadership staff and curricular awareness and an understanding of gender fair and gender affirmative practices can serve to improve institutional effectiveness and lead to higher levels of student achievement **Tentative Guide for Montana High Schools ...** Montana State University (Missoula). Curriculum Revision Center, 1945 **Curriculum Review**, 1984 Democratic Education for Social Studies Anna S. Ochoa-Becker, 2006-12-01 In the first edition of this book published in 1988 Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back to the basics rhetoric of the 70s and 80s This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy School practices during that period reflected a much lower priority for social

studies Fewer social studies offerings fewer credits required for graduation and in many cases the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants The mentality that prevailed in the nation s schools was back to the basics and the basics never included or even considered the importance of heightening the education of citizens We certainly agree that citizens must be able to read write and calculate but these abilities are not sufficient for effective citizenship in a democracy This version of the original work appears at a time when young citizens teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing In the 90s virtually all subject areas including United States history geography economic and civics developed curriculum standards many funded by the federal government Subsequently the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support Accountability captured in the No Child Left Behind Act passed by Congress has become a powerful political imperative that has a substantial and disturbing influence on the curriculum teaching and learning in the first decade of the 21st century **The ECIS International**

Schools Directory 2009/10 Derek Bingham,2009-09 The ECIS International Schools Directory 2009 10 contains up to date facts on more than 800 schools worldwide and comprehensive details of over 570 of them which are ECIS members The

Indiana Teacher ,1962 **Rural Electrification News** ,1943 **Rural Electrification News** United States. Rural Electrification Administration,1943 *Midland Schools* ,1964 **Guide to Better Social Studies Teaching, Grades 1-12** ,1953 **Learning Directory** ,1970 **The High School Teacher** ,1925 *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1972 **Resources in Education** ,1982 Research in Education ,1969
 The Arithmetic Teacher ,1969

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web mathematically it is computed using the following equation power = work / time or $P = W/t$ the standard metric unit of power is the watt as is implied by the equation for power a unit of power is equivalent to a unit of work divided by a unit of time thus a watt is equivalent to a joule second

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web answer a for any given situation the work done by a force can be calculated using the equation $W = Fd \cos \theta$ where F is the force doing the work d is the displacement of the object and θ is the angle between the force and the displacement

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web energy bar charts or even work energy bar charts are conceptual tools that help to illustrate how the energy changes both the form and the amount as the object moves from the initial state to the final state

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