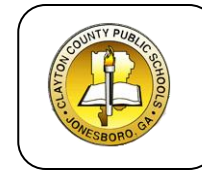


# Academics, Accountability, Achievement

## Clayton County Public Schools

### Elementary School



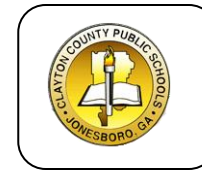
School: Riverdale Elementary		Teacher Name: Barner		Week of: September 10-14, 2012	
<u>Lunch:</u> 12:00-12:30		<u>Specials</u> 10:45-11:20		Read Aloud: Civil War Drummer Boy	
Morning Assignment		Arrival – 7:50			
		<b>M.O.R.E:</b> Health Contract		<b>Brain Teaser:</b> logic puzzles, hink pinks, riddles, Sudoku, Rebus puzzles, etc	
Daily Schedule:		8:10 – 9:10 Math Workshop (M) 9:10 – 9:40 Science (M)			
		9:45 – 10:45 Reading/Language 11:20 – 12:00 Social Studies		12:35-12:50 Class Meeting 12:50-1:15 Cross Curricular Contract/Stations	
				1:15-1:45 Math Small Group/Intervention 1:45-2:10 Math Minutes	
<b><u>MONDAY</u></b>	Subject	<b>Reading/Language</b> 8:10-9:10 9:45-10:45		<b>Social Studies</b> 9:10-9:40 11:20 – 12:00	
		<b>Cross Curricular Contract/Stations</b> 12:50-1:15		<b>Math Small Group/Intervention</b> 1:15-1:45	
	Standard	<b>ELACC5W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		<b>SS5H1b.</b> Discuss how the issues of states' rights and slavery increased tensions between the North and South. <b>SS5E2 c.</b> Describe the government function in taxation and providing certain goods and services.	
	EQ	How are Reading and Writing connected?		How do I support my ideas when making generalizations about multiplication and cells?	
	Opening	Reading Warm Up/ Introduce Parts of Speech foldable/ Set up Writing notebook/ Spelling Pretest		Discuss the new cross curricular contract assignments	
	Work Period	Discuss the Civil War Scrapbook Project – Due Oct. 5 <sup>th</sup> . Use Laptops to visit the PBS civil war website		Students will work on the contract assignments and sign up for teacher feedback.	
	Reflection	What other resources will be helpful for my project?		How do I support my ideas in science?	

Rationale and Suggested Activities for Opening		Rationale and Suggested Activities for Work Period (Explain/Explore/Independent Work)		Rationale and Suggested Activities for Reflection	
<b>The Hook:</b> Students engage in today's lesson: •Anticipation Guide    •Pre-reading Map    •Semantic Mapping •K-W-L Chart    •Mental Imagery <b>Lesson Purpose:</b> The students will: •State the essential question    •State the standard and/or elements •Real world relevance		Students acquire knowledge or skills: •Cornell Notes    •Comparison Organizers    •Read & Say Something •One-Sentence    •Think-Pair-Share    •Three-Minute Pause •Concept Maps    •Summaries    •Graphic Organizers •Parking Lot    •Debate    •Performance tasks		Students summarize the essential learning: •Revisit Parking Lot Chart    •Revisit K-W-L Chart •3-2-1 Processing    •Headlines •Answer Essential Question	

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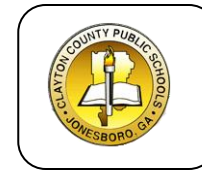
	HW	ELA Choice Board	Work on Civil War Scrapbook Contract	Cross Curricular Contract	Group 4: Writing in Mathematics Group 5: Teacher Practice
<b><u>TUESDAY</u></b>	Subject	Reading/Language 8:10-9:10 9:45-10:45	Social Studies 9:10-9:40 11:20 – 12:00	Cross Curricular Contract/Stations 12:50-1:15	Math Small Group/Intervention 1:15-1:45
	Standard	<b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text.	<b>SS5H1b.</b> Discuss how the issues of states' rights and slavery increased tensions between the North and South. <b>SS5E2 c.</b> Describe the government function in taxation and providing certain goods and services.	<b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text. <b>MCC5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm <b>S5L3:</b> Student will diagram and label parts of various cells (plant, animal, single-celled and multi-celled)	<b>M5N1a.</b> Classify the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite). b. Find multiples and factors. c. Analyze and use divisibility rules
	EQ	How do I support my ideas and why is it important? How are reading and writing connected?	How could/did the differences between the industry of the North and the dependence on agriculture of the South possibly affect how slavery was viewed?	How do I support my ideas when making generalizations about multiplication and cells?	How do I explain my mathematical reasoning and thinking?
	Opening	Review Writing Assignments in the contract	Leader Pre Sort/ Discuss Civil War Leaders/ Note taking foldable	Introduce the contract level 1 assignments	Group 1: Multiplication Flash Cards
	Work Period	TTW model prewriting and introductions using a Civil War writing Prompt.	Students will work on Scrapbook Contract	Students will work on the contract assignments and sign up for teacher feedback.	Group 2: New Path Learning Game
	Reflection	How does the writing contract help me complete the writing process?	Leader Post Sort Ticket out the door	How do I support my ideas in math?	Group 3: Graphing Practice
	HW	ELA Choice Board	Work on Civil War Scrapbook Contract	Cross Curricular Contract	Group 4: Writing in Mathematics Group 5: Teacher Practice

<b><u>Rationale and Suggested Activities for Opening</u></b>	<b><u>Rationale and Suggested Activities for Work Period</u></b> <b><u>(Explain/Explore/Independent Work)</u></b>	<b><u>Rationale and Suggested Activities for Reflection</u></b>
<p><b>The Hook:</b> Students engage in today's lesson:</p> <ul style="list-style-type: none"> <li>•Anticipation Guide</li> <li>•Pre-reading Map</li> <li>•Semantic Mapping</li> <li>•K-W-L Chart</li> <li>•Mental Imagery</li> </ul> <p><b>Lesson Purpose:</b> The students will:</p> <ul style="list-style-type: none"> <li>•State the essential question</li> <li>•State the standard and/or elements</li> <li>•Real world relevance</li> </ul>	<p>Students acquire knowledge or skills:</p> <ul style="list-style-type: none"> <li>•Cornell Notes</li> <li>•Comparison Organizers</li> <li>•Read &amp; Say Something</li> <li>•One-Sentence</li> <li>•Think-Pair-Share</li> <li>•Three-Minute Pause</li> <li>•Concept Maps</li> <li>•Summaries</li> <li>•Graphic Organizers</li> <li>•Parking Lot</li> <li>•Debate</li> <li>•Performance tasks</li> </ul>	<p>Students summarize the essential learning:</p> <ul style="list-style-type: none"> <li>•Revisit Parking Lot Chart</li> <li>•Revisit K-W-L Chart</li> <li>•3-2-1 Processing</li> <li>•Headlines</li> <li>•Answer Essential Question</li> </ul>

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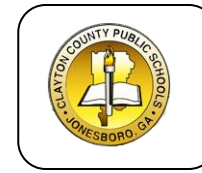
## Clayton County Public Schools

### Elementary School



<b><u>WEDNESDAY</u></b>	<b>Subject</b>	<b>Reading/Language 8:10-9:10 9:45-10:45</b>	<b>Social Studies 9:10-9:40 11:20 – 12:00</b>	<b>Cross Curricular Contract/Stations 12:50-1:15</b>	<b>Math Small Group/Intervention 1:15-1:45</b>
	<b>Standard</b>	<b>ELACC5W1:</b> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text.	<b>SS5H1b.</b> Discuss how the issues of states' rights and slavery increased tensions between the North and South. <b>SS5E2 c.</b> Describe the government function in taxation and providing certain goods and services.	<b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text. <b>MCC5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm <b>SSL3:</b> Student will diagram and label parts of various cells (plant, animal, single-celled and multi-celled)	<b>M5N1a.</b> Classify the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite). b. Find multiples and factors. c. Analyze and use divisibility rules
	<b>EQ</b>	How do I support my ideas and why is it important? How are reading and writing connected?	How could/did the differences between the industry of the North and the dependence on agriculture of the South possibly affect how slavery was viewed?	How do I support my ideas when making generalizations about multiplication and cells?	How do I explain my mathematical reasoning and thinking?
	<b>Opening</b>	Reading Warm Up	Discuss Civil War Battles	Introduce the contract level 2 assignments	Group 1: Multiplication Flash Cards
	<b>Work Period</b>	TTW model writing body paragraphs using the MEAL plan with the civil war writing prompt.	Students will work on Civil War Scrapbook Contract	Students will work on the contract assignments and sign up for teacher feedback.	Group 2: New Path Learning Game
	<b>Reflection</b>		Which battle was most significant and why? (support your ideas)	How do I support my ideas in reading?	Group 3: Graphing Practice
	<b>HW</b>	ELA Choice Board	Work on Civil War Scrapbook Contract	Cross Curricular Contract	Group 4: Writing in Mathematics Group 5: Teacher Practice
<b><u>THURSDAY</u></b>	<b>Subject</b>	<b>Reading/Language 8:10-9:10 9:45-10:45</b>	<b>Social Studies 9:10-9:40 11:20 – 12:00</b>	<b>Cross Curricular Contract/Stations 12:50-1:15</b>	<b>Math Small Group/Intervention 1:15-1:45</b>
	<b>Standard</b>	<b>ELACC5W1:</b> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text.	<b>SS5H1b.</b> Discuss how the issues of states' rights and slavery increased tensions between the North and South. <b>SS5E2 c.</b> Describe the government function in taxation and providing certain goods and services.	<b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text. <b>MCC5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm <b>SSL3:</b> Student will diagram and label parts of various cells (plant, animal, single-celled and multi-celled)	<b>M5N1a.</b> Classify the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite). b. Find multiples and factors. c. Analyze and use divisibility rules

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**Clayton County Public Schools**  
*Elementary School*



	<b>EQ</b>	How do I support my ideas and why is it important? How are reading and writing connected?	How could/did the differences between the industry of the North and the dependence on agriculture of the South possibly affect how slavery was viewed?	How do I support my ideas when making generalizations about multiplication and cells?	How do I explain my mathematical reasoning and thinking?
	<b>Opening</b>	Reading Warm Up	Compromise of 1850/Missouri Compromise/Kansas- Nebraska Act (United Streaming Video)	Introduce the contract level 3 assignments	Group 1: Multiplication Flash Cards
	<b>Work Period</b>	TTW model writing the conclusion from the civil war prompt	Students will work on Civil War Contract/ Teacher will work with groups and individuals on reading comprehension.	Students will work on the contract assignments and sign up for teacher feedback.	Group 2: New Path Learning Game
	<b>Reflection</b>	How do I write an effective conclusion?	Answer EQs	How do I support my ideas in Social Studies?	Group 3: Graphing Practice
	<b>HW</b>	ELA Choice Board – Due Friday Study Generalization Notes	Civil War Scrapbook Contract Due Oct 5th	Cross Curricular Contract	Group 4: Writing in Mathematics Group 5: Teacher Practice
<b><u>FRIDAY</u></b>	<b>Subject</b>	<b>Reading/Language</b> 8:10-9:10 9:45-10:45	<b>Social Studies</b> 9:10-9:40 11:20 – 12:00	<b>Cross Curricular Contract/Stations</b> 12:50-1:15	<b>Math Small Group/Intervention</b> 1:15-1:45
	<b>Standard</b>	<b>ELACC5W1:</b> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text.	<b>SS5H1b.</b> Discuss how the issues of states' rights and slavery increased tensions between the North and South. <b>SS5E2 c.</b> Describe the government function in taxation and providing certain goods and services.	<b>ELACC5RL1:</b> Quote accurately from text when explaining what the text says explicitly and when drawing inferences from text. <b>MCC5.NBT.5</b> Fluently multiply multi-digit whole numbers using the standard algorithm <b>SSL3:</b> Student will diagram and label parts of various cells (plant, animal, single-celled and multi-celled)	<b>M5N1a.</b> Classify the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite). b. Find multiples and factors. c. Analyze and use divisibility rules
	<b>EQ</b>	How do I support my ideas and why is it important? How are reading and writing connected?	How could/did the differences between the industry of the North and the dependence on agriculture of the South possibly affect how slavery was viewed?	How do I support my ideas when making generalizations about multiplication and cells?	How do I explain my mathematical reasoning and thinking?
	<b>Opening</b>	Reading Warm Up/ Spelling Tests	Review Generalizations and supporting ideas/ Discuss ways to support ideas when we write.	Introduce the contract level 4 assignments	Group 1: Multiplication Flash Cards
	<b>Work Period</b>	Small Groups & Contract work	Small Groups and Contract work	Students will work on the contract assignments and sign up for teacher feedback.	Group 2: New Path Learning Game Group 3: Graphing Practice Group 4: Writing in Mathematics Group 5: Teacher Practice
	<b>Reflection</b>	Charting my Journey – Writing Notebook	How can I support ideas when writing a historical narrative?	How do I support my ideas in writing?	