

Monday, September 19,  
2016

## Belief Statement

We are enough. We have everything we need on the inside of us to accomplish every goal we set for ourselves. As we continue to learn and grow, we see our lives develop in new ways everyday.

## Belief Statement

I am enough. I have everything I need on the inside of me to accomplish every goal I set for myself. As I continue to learn and grow, I see my life develop in new ways everyday.

Do Now

Homework, Week 6, Day 1

# AGENDA

1. Belief Statement
2. Do Now - HIC
3. Learning Objective
4. Audio Read
5. Anticipation Guide
6. Whole Group Instruction
7. Small Group Practice

# Audio Read

Pretty Ugly - Chapters 3 and 4

Tallgrass - Chapter 3

## Learning Objective

I can identify and analyze text structures. (RI7.5)

## Anticipation Guide

Work in table groups to determine how each passage is structured. Person # \_\_\_ is in the cut.



# TEXT STRUCTURES

Tuesday, August 20, 2016

## Belief Statement

Today, and everyday, we will treat others with dignity and respect. Today, and everyday, we will treat others kindly. Today, and everyday, we will be nice to others.

## Belief Statement

Today, and everyday, I will treat others with dignity and respect. Today, and everyday, I will treat others kindly.

Today, and everyday, I will be nice to others.

Do Now

HIC, WEEK 6, DAY 2

# Agenda

1. Belief Statement
2. Do Now
3. Audible Read
4. Learning Objective
5. Whole Group Instruction - Text Structures
6. Small Group Practice - Text Structures Anchor Chart
7. Exit Slip - Text Structures

# Audible Read

1. Pretty Ugly, Chapter 4
2. Tallgrass, Chapter 3

## Objective

I can identify and analyze passages to determine text structure.



Whole Group Review

Review the five text  
structures.

Small Group Practice

Complete text structures  
graphic organizer.

## Exit Slip

Determine how each passage is structured. Write your letter answer on the paper provided. Select a partner. Find a working space for you and your partner. Each person should submit an answer sheet.

Audible Read

Wednesday, September 21, 2016

## Belief Statement

Injustice is everywhere, and it is our responsibility to speak against it. When we see injustices, a student being bullied, or someone stealing, or even someone being falsely accused, we must **SPEAK UP!!!** Injustices will continue as long as we are silent. **SPEAK UP!!!**

## Belief Statement

Injustice is everywhere, and it is my responsibility to speak against it. When I see injustices, a student being bullied, or someone stealing, or even someone being falsely accused, I must **SPEAK UP!!!** Injustices will continue as long as I am silent. **I WILL SPEAK UP!!!**

Do Now

HIC, WEEK 6, DAY 3



# AGENDA

1. Belief Statement
2. Do Now
3. Video - Injustice
4. Review: Text Structures, Reliable Sites
5. Whole Group Instruction - Introduce Writing Prompt, Citations
6. Small Group Practice - Research, Citations
7. Exit Slip - Text Structures

# Injustice



Review

1. Text Structures

2. Reliable Websites

# Whole Group Instruction

## 1. Writing Prompt

Compose an essay about a person who has stood against injustice. How did he or she impact history?

## 2. Citations

[https://www.youtube.com/watch?v=LrSRSgHCl\\_8](https://www.youtube.com/watch?v=LrSRSgHCl_8)

Thursday, September 22, 2016

## Belief Statement

We must never take what we see or hear as truth. There is always another side to every story. Some people say, “There’s my side, your side, and the truth.” We must always question everything.

## Belief Statement

I must never take what I see or hear as truth. There is always another side to every story. Some people say, “There’s my side, your side, and the truth.” I must always question everything.

DO NOW

HIC, WEEK 6, DAY 4



# AGENDA

1. Belief Statement
2. Do Now
3. Learning Objective
4. Video - Injustice? - A Discussion
5. Whole Group Instruction - African American Dissenters  
(protesters)
6. Small Group Practice - African American Dissenters  
(protesters)

## Learning Objective

I can conduct research  
to compose an  
informative essay.

# Is This Injustice? - A Discussion



## Whole Group Instruction

What information should be included in the informative essay?

# INFORMATIVE ESSAY:

# INFORMATIVE ESSAY RESEARCH

1. Pick a dissenter (protester) of which you have no background knowledge. (research)
2. Get approval of the person from your teacher.
3. Create a new document entitled “Your name informative essay.”
4. Write the name of the person you are researching at the top of the page.
5. Search for reliable websites which contain information about the person.
6. Read the information. If the site is reliable, copy the web address. Then write the information you want about the person, **IN YOUR OWN WORDS.**

# EXAMPLE

- DOB, DOD, AGE
- WHAT DID HE/SHE PROTEST
- WHAT MADE THEM FAMOUS
- OTHER PEOPLE WHO HELPED THEM
- FAMILY
- CAREERS
- EDUCATION
- HOW THEY DIED
- WHAT WAS THEIR IMPACT ON SOCIETY
- WHAT/WHO INFLUENCED THEM

Friday, September 23, 2016



# Belief Statement

Another week has come and gone.

And in this week, we have certainly grown.

We learned about research and injustice too.

We learned text structures, and can name a few.

Next week, we're certain to learn even more.

Into our brains, our teachers will pour.

# Belief Statement

Another week has come and gone.

And in this week, I have certainly grown.

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# Tulsa Shooting Update



Do Now - HIC

Mastery Connect Test IDs

2nd Hour - 318520

3rd Hour - 446463

# AGENDA

1. Belief Statement
2. Do Now - HIC
3. Learning Objective
4. Mastery Connect - Weekly Assessment for September 23, 2016
5. Individual Practice - IXL - Punctuating Dialogue, 5th Grade, II.1

## Learning Objective

I can score 80% or above on an assessment covering reliable websites and text structures.

I can identify correct punctuation in sentences containing dialogue.

Weekly Assessment for September 23, 2016

# Mastery Connect Test IDs

2nd - 907568

3rd - 298054

IXL - Punctuating Dialogue

IXL - Punctuating Dialogue

5th Grade - II.1