

Mayo Learning Activities

Week of: _____

Teacher: _____

Grade: _____

THIS WEEK'S FOCUS	<i>Monday: Make It Clear.</i>	<i>Tuesday: Take it, use It.</i>	<i>Wednesday: Work with It.</i>	<i>Thursday: Think It Through.</i>	<i>Friday: Fix and Finish.</i>
Vocabulary/ Word Knowledge Context clues, multiple meanings	T: model how to use context to tell meaning S: infer meaning of words in context. Check answer with partner.	T: List multi-meaning words ; model how to determine meaning from context. S: Write sentences that make meaning clear.	T: Add multi-meaning words to list S: Write sentences that use multi-meaning words in different contexts.	S: Read unfamiliar text and infer meaning of word from context. T: Check answers and discuss how to prove the correct ones (read sentence to make sense).	S: Make guide to figuring out word in context. Use examples from this week. T: Matching game with students needing support.
Reading Comprehension MAIN IDEA AND DETAILS This week's reading:	T: Read paragraph, model how to identify main idea and details. S: ID main idea and details of next paragraphs, one at a time.	T Re-Model how to id main idea and details in paragraph. S: Make diagram: main idea, details in a paragraph.	T: Model how to find main lesson of a story—last week's story. Use diagram to show. S: identify and justify lesson of this week's story in a diagram.	S: Write the lesson of this week's story and support it with evidence. T: Check student work as they complete it then clarify—use examples of students' work.	T: Give students a moral or lesson to support. S: Make up a story that supports that lesson or moral. T: Guide students needing support.
Fluency Activities This week's read-aloud: Poem—The Lorax.	T: Model reading with expression S: Re-read same reading with expression.	T: Model reading with expression S: Choral Read same selection.	T: Model reading with appropriate rate S: Partner read with rate and expression	S: Model how to read with rate and expression S: Partner read with rate and expression	S: Explain what we learned about fluency this week; Read aloud to kindergarten class.
Writing Sentence structure	T: Model how to write a sentence with adjectives. S: Write sentences with adjectives.	T: Model how to write sentence with commas. S: Write sentences with commas.	T: Model how to write sentences with commas. S: Write sentences with commas, adjectives.	S: Correct sentences for punctuation. Add adjectives to sentences. T: Clarify punctuation issues—use student examples to demonstrate.	S: Make a page in a grammar book: how to write a sentence with commas and adjectives. T: Guide students needing support—correct sentences.
Content This week's focus: Social Studies Branches of Government Skill: Main idea and details	T: Model how to find main idea in paragraphs about government. S: List details to support ideas	T: Model how to find main idea in paragraph about executive branch S: List details to support idea.	T: Model how to make diagram to show government branches. S: Complete diagram with details from reading.	S: Write about government. Write a summary. Explain the branches. T: Ask students to “think out loud”—how did they summarize. Clarify as needed—use student work as examples.	S: Add a glossary and diagram to the summary you wrote. T: Guide students needing support—outline then write summary.
Math This week's focus: percentage	T: Demonstrate how to calculate percentage with calculator, S: Solve percentage problems.	T: Demonstrate how to compare percentages to fractions. S: Compare percentages and fractions.	T: Demonstrate how to use percentages to make a circle graph. S: Make a circle graph based on information from teacher.	S: Solve percentage problems. Explain how. T: Clarify with students' examples what the important steps are.	Students needing added guidance work with peer coaches. Advanced students make class percentage guide.
Math Vocabulary	percentage proportion	fraction compare	circle graph estimate	problem solution	