

Mozart School Lesson Planner

EXAMPLE

Week of September 7th

	M Preview, Model	T Model, Guide	W Guide, Expand	Th Assess, Clarify	F Fix, Expand
Reading Focus: Identify and infer character traits, relate to actions.	T: Read passage aloud. S: draw person, give picture to another student. S: infer who is pictured and tell a trait the picture shows	T: Tells how traits relate to actions—with examples. S: Read passage, choose person, list traits and evidence—what action shows trait.	T: Explain that motive is a reason—relates to traits—with example from real life. S: Read more, make chart: persons Traits Actions Motives.	S: read new part of passage or another passage. S: make chart: Person Traits action motive	S: Write a story. Include character and actions. <i>Students needing assistance: revisit the passage, use graphic organizer to show what person did traits.</i>
Fluency This Week's Read Aloud	T: Diffendoofer Day	T: Diffendoofer Day	T: Diffendoofer Day	S: Diffendoofer Day	S: Diffendoofer Day
Vocabulary/ Word Knowledge List this week's pattern adjectives	Set up word display to expand and use each day. Character Trait words.	Add examples and illustrations to word display.	Add examples and illustrations to word display.	Make a word chart: Word Picture _____ _____ _____	Make Your Own Glossary.
Writing This week's emphasis: Expository paragraph	T: Model how to organize a paragraph S: list what to put in a paragraph about a person with good character traits. Writer's Workshop Activity: Shared writing	T model how to write a paragraph S: Write a paragraph about the person. Writer's Workshop Activity: Shared writing	T: Review criteria for focus and support in a paragraph. S: add adjectives and examples--revise paragraph Writer's Workshop Activity: Shared writing	Edit another student's paragraph. Then students revise their paragraphs. Writer's Workshop Activity: Editing	S: Write a paragraph about paragraphs! Contribute to class guide—how to write a good paragraph. Writer's Workshop Activity: paper exchange

G—Guided Reading **C**—Conferring with Students **I**—Independent reading using reading response journal and log **M**—Independent Mini Lesson

	M Preview, Model	T Model, Guide	W Guide, Expand	Th Assess, Clarify	F Fix, Expand
Content Focus: <i>Read to learn</i> Goal 5 Social Studies Topic: How has the city changed?	T: (WG) Preview— show Chicago past and present photos. Ask: How has Chicago changed? Read aloud about Chicago in the past. S: (PS) List changes. I Start glossary-draw picture to show word meaning.	T: (WG) Read about changes in Chicago. S: (SG) Read more and make chart: past and present work in Chicago.	T: (WG) Make Chart: Changes in Chicago Homes, Streets, Jobs S: (SG) Draw and label items for chart.	S: (I) Write paragraph about one important change in Chicago. Tell why it is important. (PS) Exchange paragraphs and illustrate each other's.	S: (I) Summarize what you learned this week. Make a Chicago Change booklet.
Content words for the week: words about Chicago changes	change work choice	past present difference	housing transportation workplace	important	summary
Math Focus: Double digit addition	TWG Introduce Terms and demonstrate <ul style="list-style-type: none"> • Patterns • Strategies 	TWG Re-model the math TSG Guide problem solving ✓ Students work in pairs/groups	T SG Guide Students PS work in pairs	T: Assess and clarify as students use the week's math independently. I: Solve Problem Explain how	I Make math guides with examples. SG Teacher coaches students needing support.
Math Words for the week:	place value addition symbol	estimate	digit	explain	summarize
ESL Instruction					

WG—Whole Group **SG**—Small Group **P** = Pair **I** = Independent