

Trimester 1-Week 12 (October 30-November 3)
Book: <u>Wonder</u> by R.J. Palacio Grammar Focus: Students will identify conjunctions and create sentences with conjunctions. Focus: Students will evaluate literary devices to support interpretations of literary texts. Students will also provide textual evidence of the literary devices. Reading Standards <ul style="list-style-type: none">• 5.2.R.1• 5.2.R.3• 5.3.R.3• 5.3.R.4• 5.3.R.6• 5.3.R.8• 5.5.R.1 Writing Standards <ul style="list-style-type: none">• 5.2.W.1• 5.2.W.2• 5.3.W.1• 5.4.W.1

MONDAY

Grammar (15 minutes): Hand each student a mentor sentence to glue on the next page in their journal (Wonder page 2). Students will complete Day 1. (Directions are in the front of their journal. Use Wonder page 3 for answers.) Discuss the conjunctions, and have students copy the anchor chart in their journal.

Spelling (5 minutes): Hand out spelling list. Introduce spelling words. Discuss the spelling pattern (Wonder). Test Thursday.

Reading (40 minutes): Ask students to prepare their journal by writing the title and author of the book in their journal. Show students the book Wonder by R.J. Palacio. Have them predict what it is about. Read pages 3-23 (ask comprehension and inference questions at the end of each chapter; point out figurative language). Have students fill out the story elements (title, author, POV Part 1, setting) in their journal. Discuss text evidence. Hand out Wonder page 8 to students and complete with the class. (Use Wonder page 9 for answers.)

ScootPad (30 minutes): Spelling Week 11 (Wonder)

IXL: Conjunctions- G.2, G.3

RWSR

TUESDAY

Grammar (15 minutes): Have students turn in their journal to their Mentor Sentence. Students will complete Day 2 (Directions are in the front of their journal. Use Wonder page 3 for answers.). Review conjunctions with students. Hand out Wonder page 4 to students and complete with the class. (Use Wonder page 5 for answers.)

Reading (40 minutes): Read Wonder by Judy Blume, pages 24-44 (ask comprehension and inference questions at the end of each chapter; point out figurative language). Discuss character

traits (physical and personality). Hand out Wonder pages 10 and 12 to students and complete with the class. (Use Wonder pages 11 and 13 for answers.)

ScootPad (30 minutes): Figurative Language (Tuesday)

Enrichment ScootPad PLP (30 minutes): Adaptive Practices

RWSR

WEDNESDAY

Grammar (15 minutes): Have students turn in their journal to their Mentor Sentence. Students will complete Day 3 (Directions are in the front of their journal. Use Wonder page 3 for answers.). Review conjunctions with students.

Reading (45 minutes): Read Wonder by Judy Blume, pages 45-64 (ask comprehension and inference questions at the end of each chapter; point out figurative language). Have students turn in their journal and write down Mr. Brown's September Precept: When given the choice between being right and being kind, choose kind. Next, they will write the precept in their own words. Then they will explain what the precept means.

IXL (30 minutes): Conjunctions- G.1, G.4

RWSR

THURSDAY

Grammar (15 minutes): Have students turn in their journal to their Mentor Sentence. Students will complete Day 4. (Directions are in the front of their journal. Use Wonder page 3 for answers.) Review conjunctions with students. Hand out Grammar Test (Wonder page 6) to students. (Use Wonder page 7 for answers.)

Spelling (15 minutes): Have students get out a sheet of paper and number to 15. Pick up any signed study guides. Students will take Week 12 Spelling Test (read the word and students will write the word in print). Students will turn in the test when finished.

Reading (30 minutes): Read Wonder by Judy Blume, pages 65-80 (ask comprehension and inference questions at the end of each chapter; point out figurative language). Have students log on to Read Works. Students will complete "Peer Pressure Power".

ScootPad (30 minutes): Figurative Language (Thursday)

Enrichment ScootPad PLP (30 minutes): Adaptive Practices

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FRIDAY

Reading (30 minutes): Read Wonder by Judy Blume, pages 65-80 (ask comprehension and inference questions at the end of each chapter; point out figurative language). Watch YouTube video: I am Auggie Pullman by CCA Kids and discuss with students.

Writing/ (90 minutes): Review 5-paragraph essays. Students will independently write a 5-paragraph essay over the following prompt: Describe a time when you felt different.