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| The 5 ‘E’s | Monday | Tuesday | Wednesday | Thursday | Friday |
| Engage | Quick write: define “friction”  *Hatchet*: Summarize what has happened to Brian.  Grammar: Students list emotion adjectives | How do you use friction every day?  *Hatchet*: Summarize what has happened to Brian.  Grammar: Students list additional emotion adjectives | How is friction helpful? | What would a world without friction be like? | Draw a diagram of an example of friction. |
| Explore | Find information about friction on DE.  I read another chapter, we answer questions.  Students make predictions.  Students search for emotion adjectives online. | Look at other websites to find information about friction.  I read another chapter of *Hatchet*, we answer questions.  Students make predictions.  Students determine which emotion adjectives are synonymous. | Playground  Friction on DE  I read another chapter of *Hatchet*, we answer questions.  Students make predictions.  Students determine which emotion adjectives are antonyms. | Begin writing either narrative or informative on friction.  I read another chapter of Hatchet, we answer questions.  Students make predictions. Students write a paragraph using the verb “to be” and emotion adjectives. | Finish writing either narrative or informative on friction. |
| Explain | Students explain what they’ve found out about friction.  Students explain their predictions about *Hatchet*.  Students share their emotion adjectives. | Students share new information they’ve acquired about friction.  Students explain their Hatchet predictions.  Students share their emotion synonyms. |  |  |  |
| Elaborate | Students peer-edit their quick writes about friction and make corrections/changes as needed.  Students look up information about people who have been stranded and survived.  Students write sentences using their emotion adjectives and the verb “am”. | Students share their quick writes about friction in a Gallery Walk.  Students share what they’ve learned about survivors who have been stranded. What do they have in common? What was different?  Students write sentences using the synonyms they have found. |  |  |  |
| Evaluate | Introduce the two choices of performance objective. Work together to create the rubric. | Students begin by using a graphic organizer to plan their writing. |  |  |  |

Standards for the week: