|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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. | PlaygroundFriction on DEI 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: