

Mackenzzy Ragland  
2/14/22  
EDPD-4330  
Dr. Garcia

**Unit 5: Scope & Sequence**

**Thematic Unit:** First day of school

Lesson	Topic	TIL Coaching Action Step or Strategy	Learning Objectives	Readings & Resources	Application: Assignments & Activities	Assessments	Estimated Time Required
1	Ease students into the school year by helps them share their feelings about the first day of school.	After students provide an adjective describing the main character, ask them to write in a complete sentence the key events that led to this adjective. They may either complete this by writing the sentence near the adjective or numbering each circle and writing the key events on a separate sheet of lined paper	(This lesson allows students the opportunity to understand author's purpose, describe how characters in a story respond to challenges, and generate a list of adjectives to describe the main character.	Marley Goes to School by John Grogan	Bubble Story Organizer. Share a personal experience about the first day of school, including how you felt. Ask the class to share how they felt on the first day of school, or to share one of their first day of school experiences. Explain how you would like to share Marley's experience of his first day of school with the class. Present the front cover of Marley Goes to School and read	Monitor student work by making visual observations as students are working. Based on observations, ask students to explain verbally which key event from the story led them to think of the listed adjectives. Have students write these on their handout or on a separate sheet of paper.	45 Minutes altogether

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		with corresponding numbers. Ask students to illustrate their adjectives for Marley instead of writing them. When asking which key event led them to their adjective for the main character, ask students for a verbal response instead of a written explanation. You could also ask for fewer adjectives.			aloud the title and author to the class. Explain that Marley Goes to School is a fiction, or make believe, book. Read Marley Goes to School aloud to the class. Independent working time Ask students to come up with four to five additional adjectives to describe Marley on their bubble map. Tell students that they are to draw a picture in each of their circles alongside the adjectives. Review and closing we Ask for volunteers to share		

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					their bubble maps with the class. Have students discuss these bubble maps, whether or not the adjective fits the event, and if it is the best adjective to use. Alternatively, have students pair and share their bubble maps.		
2	Students learn about past-tense verbs by writing a story about their past	Have students make a list of all the regular and irregular verbs that they found. Students should look for patterns in the irregular verbs and categorize them accordingly. Circle the verbs	Students will be able to recognize and form past-tense verbs.	Materials: Paper Pencils Highlighters	Say, "Let's write a story about something that has happened to our class in the past. What could we write about?" Take a few ideas from the class before deciding on a topic that you could write a short paragraph about.	Assess students' understanding by noticing how they are identifying and forming past-tense verbs in their writing. Review and cl	55 minutes

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		for the students and only ask them to determine if the verbs are regular or irregular			Tell students that some verbs have irregular past-tense forms. Explain that these verbs do not simply add an -ed to make a past- tense form. Pass out paper to each student. Have students work in partners to identify the remaining irregular pasttense verbs in your paragraph. Have them make a list of these verbs on their papers. Now tell students that they will write their own stories about something that took place in the past. When they are done writing		

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					<p>their stories, they should share them with the same partner they worked with during the guided practice part of the lesson. As the partners read each other's work, they should use highlighters to highlight all the verbs. When they are done highlighting, students should put an "R" by the regular past-tense verbs and an "I" by the irregular past-tense verbs. Have students share their writing with the class, reading aloud a portion. After reading, call on</p>		

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					other students to list the past-tense verbs that they heard in the story.		
3	Students will have the time of their lives, as they represent their school day on a timeline. From the moment they wake up to the end of school, students will enjoy communicating their day in chronological order.	Challenge students, ask them to produce a timeline that represents a full day, from waking up to going to sleep. To assist students needing extra support, reduce the amount of events or ask students to only illustrate their events on their timeline.	Students will be able to place important life events in chronological order.	Photos that show important life events Blank paper Pencils Colored pencils or crayons What is a Timeline? worksheet George Washington Timeline worksheet Abraham Lincoln Timeline worksheet	introduction (5 minutes) Display 5- 6 photos representing important life events out of order. Share the importance of each photo with the class. Examples may include birth, first bike ride, a birthday celebration, and a family trip. Include photos that would show a distinction between ages. Tell students that each photo shows a different time period of your life,	Ask students to form partnerships and share their timelines. These timelines serve as a recount of their experience throughout the day. Tell students to Share the events. and Explain how their drawings show more information about the event to check for	60 minutes

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					<p>and when put together it tells a story.</p> <p>Each student will continue working on their school day timelines. Set expectations on how many events students are to list. Ask students to illustrate and color each event on their timeline.</p> <p>Ask students to share what they learned in today's lesson. Have them describe how their timelines and drawings help to clarify their thoughts, feelings, or ideas about timelines and the events of their day.</p>	<p>understanding, monitor the classroom as students are drawing their timelines and share their ideas, thoughts and feelings about their timelines and drawings. Check for correctness on student work and assist if necessary.</p>	

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					Assign the George Washington or Abraham Lincoln worksheet as an additional in class or homework assignment to solidify the lesson.		