

Day of Week	Approx Time	Teacher	Students	Troubleshooting
<b>Monday</b>		N/A	N/A	N/A
<b>Tuesday</b>	10  10  5  15	<ul style="list-style-type: none"> <li>Return duotangs to the class and distribute activity sheets.</li> <li>Set up New Vocabulary page and hand out post-its. As they listen and see a word they don't know, they write the word on their post it and we find the definition at the end of the chapter. Then they write the definition on the post it and put it on their page.</li> <li>Read chapter 4 to the class. Pause in places and have the class read the next two words. (signal?)</li> <li>Review vocab that students had a hard time understanding.</li> <li>Explain worksheet to the students. They will do a Venn diagram to describe Jasmine &amp; Keung's family.</li> </ul>	<ul style="list-style-type: none"> <li>Students set up duotang with new activity sheets and set up the new vocabulary page.</li> <li>Students listen and follow along while I read.</li> <li>Students complete the worksheet and then move on to To-Do.</li> </ul>	<ul style="list-style-type: none"> <li><b>P:</b> Students are not following along in the book and are distracted. <b>S:</b> Walk over and stand near the person or group, or, give a signal to an individual to let them know that I noticed what they are doing.</li> </ul>
<b>Wednesday</b>	15  15  10	<ul style="list-style-type: none"> <li>Chapter 4 Quiz</li> <li>Read Chapter 5. Pause in places for the class to read the next two words. Review vocab words as needed.</li> <li>Ask students to talk in groups and come up with a list of feelings they think Jasmine had when her Dad dropped her off at her Aunt's.</li> <li>Create a list as a class; write answers on the board.</li> <li>Tell students that they will pretend they are Jasmine and that they were just dropped off at Aunt Val's. They will write a paragraph from her point of view (using "I", and not "Jasmine")</li> </ul>	<ul style="list-style-type: none"> <li>Students write answers to quiz, exchange with neighbour, and mark.</li> <li>Students listen and follow along while I read.</li> <li>Discuss in groups what feelings Jasmine had.</li> <li>Share answers with the class.</li> <li>Students write a paragraph pretending they are Jasmine and include the feelings she may have felt.</li> </ul>	

<b>Thursday (x2)</b>	15	<ul style="list-style-type: none"> <li>• Chapter 5 Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Students write answers to quiz, exchange with neighbour, and mark.</li> </ul>	
	15	<ul style="list-style-type: none"> <li>• Let students know that they have some time to work on their paragraph. Circulate to assist.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work on the paragraph from previous class.</li> </ul>	
	10	<ul style="list-style-type: none"> <li>• Read Chapter 6. Review vocab words as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen and follow along while I read.</li> </ul>	
	40	<ul style="list-style-type: none"> <li>• Explain activity. Students write a letter pretending they are Keung writing to his family. They should include information such as: how the boat trip went, what happened when he landed, are the people friendly, does he have a job, does he have news of his father...</li> <li>• As a class, brainstorm ideas of what Keung might tell his family in a letter; discuss in groups then compile as a class.</li> <li>• Explain how I will be marking the letter.</li> <li>• Circulate to assist while students work on letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work on the chapter 6 activity.</li> <li>• Brainstorm ideas of what Keung might tell his family in groups, then as a class.</li> <li>• Ask questions to clarify what is expected.</li> <li>• Students work on letter. When they are done, they may move on to To-Do.</li> </ul>	