Daily Lesson Plan 5E Model

Course/Subject: Date(s): Period(s):

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| LINKS Objective (TEKS):Today I will develop ideas with specific details | TAKS Objective: |
| WARM-UP:  | * Whole group
* Small group
* Pairs
* Individual
 | Materials |
| ENGAGE: Does anyone know what “Ba-da-bing” means? It’s used to explain a light bulb moment – when you suddenly understand something, pleased that something is done quickly or easily | * Whole group
* Small group
* Pairs
* Individual
 | *M*aterials |
| ENGAGE QUESTIONS:How many of you have trouble writing enough information to fill two pages? |
| EXPLORE: Let’s explore how to add more depth into your writing using the ba-da-bingHave students read the sample sentence: My mom and I saw some students. | * Whole group
* Small group
* Pairs
* Individual
 | MaterialsBa-da-bing example p. 232 Good Writers Guide |
| EXPLORE QUESTIONSWhy does this writer need to add details(can’t picture the action) |

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| EXPLAIN:BA – Where were you? Mom and I were just stepping out of our car and into the school parking lot.DA – What you Saw – The students were walking around in identical white shirts ad the same khaki pants.BING – I thought, “Oh, great. Uniforms are the last thing I want to wear.”In groups, students point out specific examples where the technique was used.Students will work together and look for the BA-DA-BINGS on page 233 handout. They will write BA (and then write the Ba sentences) , DA (the da sentences), and BING (the bing sentence) | * Whole group
* Small group
* Pairs
* Individual
 | MaterialsPrint out of p. 233I’ll leave the book on the desk |
| EXPLAIN QUESTIONSWhere do you think these Ba-da Bings should go in your sentence? Answer – they can go anywhere. They even make great leads. |
| ELABORATE: p. 54 Teaching VisualStudents will write on own paper | * Whole group
* Small group
* Pairs
* Individual
 | MaterialsGood Writer’s Guidep. 54 teaching visuals (I’ll have an overhead made up |
| ELABORATE QUESTIONS |
| EVALUATE: Students will look through paper they wrote on Monday and will underline two sentences where they feel they can add a ba-da-bing.Each student will rewrite that sentence using the ba-da-bing method. Each ba-da-bing should be written on a strip of paper and staples to the original rough draft over the underlined sentece | * Whole group
* Small group
* Pairs
* Individual
 | MaterialsStrips of paper for each student (colorful strips left on desk)Rough draft of paper |
| EVALUATE QUESTIONSHow is this like a level three sentence? |