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-bing  Have students read the sample sentence:  My mom and I saw some students. | * Whole group * Small group * Pairs * Individual | Materials  Ba-da-bing example p. 232 Good Writers Guide |
| EXPLORE QUESTIONS  Why 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 | Materials  Print out of p. 233  I’ll leave the book on the desk |
| EXPLAIN QUESTIONS  Where 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 Visual  Students will write on own paper | * Whole group * Small group * Pairs * Individual | Materials  Good Writer’s Guide  p. 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 | Materials  Strips of paper for each student (colorful strips left on desk)  Rough draft of paper |
| EVALUATE QUESTIONS  How is this like a level three sentence? | | |