Ms.  Baker

Reading Lesson Plans

12/15- 12/19

Converting Energy

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Monday  12/15 | Tuesday  12/16 | Wednesday  12/17 | Thursday  12/18 | Friday  12/19 |
| Content objective | | | TSWBAT demonstrate understanding of the key and details of the text by **citing evidence from the text and ask questions about the passage** ( Type 1 writing) | TSWBAT demonstrate knowledge of citing textual evidence to support analysis of the text **by** **stating 2/3 textual evidence using the graphic organizer** ( type 2 writing) | TSWBAT examine the title, key idea, author’s purpose, and sequences by **analyzing the text structure.** | TSWBAT locate new vocabulary words by analyzing different sentences in the text using fryer model graphic organizer  ( reflect on their goals) | No school |
| Language objective | | | SWBAT **be able to articulate the** key idea and details of the text **by** using and sharing the stem sentence with their A/B partner “The key idea of the text is ….” | SWBAT **define energy in and give an example of different type of energy using the sentence stem** “Energy is ----------“, or “one example of converting energy is ……” | SWBAT **identify the** author’s purpose **by** using and sharing the stem sentence with their A/B partner “the author’ purpose is ……” | SWBAT **write** one sentence using the new vocabularies that they learn **by** using fryer model graphic organizer | No school |
| Key Vocabulary | Title  Main/ key idea  Evidence  Author’s purpose  Energy  Power  Chemical energy  Magnetic energy  Electricity  Wind power  Turbines  Machines  Convert  Transform | | Title  Main/ key idea  Evidence  Author’s purpose  Energy  Power  Chemical energy  Magnetic energy  Electricity  Wind power  Turbines  Machines  Convert  Transform | Title  Main/ key idea  Evidence  Author’s purpose  Energy  Power  Chemical energy  Magnetic energy  Electricity  Wind power  Turbines  Machines  Convert  Transform | Title  Main/ key idea  Evidence  Author’s purpose  Energy  Power  Chemical energy  Magnetic energy  Electricity  Wind power  Turbines  Machines  Convert  Transform | Title  Main/ key idea  Evidence  Author’s purpose  Energy  Power  Chemical energy  Magnetic energy  Electricity  Wind power  Turbines  Machines  Convert  Transform |
|  | [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events | | [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | [CCSS.ELA-Literacy.RI.7.1](http://www.corestandards.org/ELA-Literacy/RI/7/1/) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-Literacy.RI.7.2](http://www.corestandards.org/ELA-Literacy/RI/7/2/) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  [CCSS.ELA-Literacy.RI.7.3](http://www.corestandards.org/ELA-Literacy/RI/7/3/) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | [CCSS.ELA-Literacy.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  [CCSS.ELA-Literacy.RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/5/) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas | [CCSS.ELA-Literacy.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/4/) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  [CCSS.ELA-Literacy.RI.7.5](http://www.corestandards.org/ELA-Literacy/RI/7/5/) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas |