Ms.  Baker

Reading Lesson Plans

09/23- 09/27

Harvesting Apples

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|  | | | Monday  09/23 | Tuesday  09/24 | Wednesday  09/25 | Thursday  09/26 | Friday  09/27 |
| Content objective | | | TSWBAT demonstrate knowledge of citing textual evidence to support analysis of the text **by** **stating 2/3 textual evidence using the graphic organizer and ask questions about the passage** ( type 1 writing) | TSWBAT   demonstrate understanding of the key details in the text by **citing evidence from the text using the answer sheet** ( Type 2 writing) | TSWBAT examine the text structure and new vocabulary words **by using the fryer model graphic organizer** | TSWBAT  Examine and locate different verb tenses by analyzing different sentences in the text. | TSWBAT generate their own writing and present it to the class by writing two to three sentences using the new information and vocabulary words that they learned ( Type 3 writing) |
| Language objective | | | SWBAT **orally state** the key idea of the text **by** using and sharing the stem sentence with their A/B partner “The key idea of the text is ….” And  “One question about the text is …..” | SWBAT **orally cite evidence** from the text **by** using and sharing the stem sentence with their A/B partner “one textual evidence from the text is ……” | SWBAT **orally explain** the meaning of one vocabulary word **by** using and sharing the stem sentence with their A/B partner “the word ……… means …” | SWBAT **orally** share one sentence using specific verb tense from the text **by** using and sharing the stem sentence with their A/B partner “one example of simple present is…..” | SWBAT orally share their writing with the classroom by reading and presenting the writing to their A/B partner or the whole classroom |
| Key Vocabulary | plant  produce  ripe  Seed  Ground  Dirt  Grow  Moving  Rolling  Place  Damage | | Plan  produce  ripe  Seed  Ground  Dirt  Grow  Moving  Rolling  Place  Damage | plant  produce  ripe  Seed  Ground  Dirt  Grow  Moving  Rolling  Place  Damage | plant  produce  ripe  Seed  Ground  Dirt  Grow  Moving  Rolling  Place  Damage | plant  produce  ripe  Seed  Ground  Dirt  Grow  Moving  Rolling  Place  Damage |
|  | [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | [CCSS.ELA-LITERACY.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone  RI.8.4 Determine the meaning of words…including figurative, connotative, and technical meanings | [CCSS.ELA-LITERACY.RI.2.2](http://www.corestandards.org/ELA-Literacy/RI/2/2/) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  RI.8.4 Determine the meaning of words…including figurative, connotative, and technical meanings | [CCSS.ELA-LITERACY.RI.2.2](http://www.corestandards.org/ELA-Literacy/RI/2/2/) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  [CCSS.ELA-LITERACY.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/) By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |