Ms.  Baker

Reading Lesson Plans

10/07- 10/11

From Seed to Pumpkin

This is how pumpkins grow

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Monday  10/07 | Tuesday  10/08 | Wednesday  10/09 | Thursday  10/10 | Friday  10/11 |
| 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 and ask questions about the passage** ( type 2 writing) | TSWBAT examine the text structure and the new vocabulary words **by using the fryer model organizer** | TSWBAT examine and locate simple present tense verb tenses by analyzing different sentences in the text. | TSWBAT generate their own writing and present it to the class by writing three to five sentence using the new information and vocabulary words that they learned ( Type 3 writing) |
| Language objective | | | SWBAT **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 **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 **identify the** meaning of the new vocabulary words **by** using and sharing the stem sentence with their A/B partner “the word ……… means ……” | SWBAT **write** two sentences using simple present tense verb **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 | produce  ripe  Seed  Ground  Dirt  Grow  Place  Damage  Soil  Attention  Vine  Sprout | | produce  ripe  Seed  Ground  Dirt  Soil  Grow  Place  Damage  Attention  Sprout | produce  ripe  Seed  Ground  Dirt  Grow  Soil  Place  Damage  Attention  Vine  Sprout | produce  ripe  Seed  Ground  Dirt  Grow  Magic  Soil  Place  Damage  Attention  Vine  sprout | produce  ripe  Seed  Ground  Dirt  Grow  Place  Magic  Soil  Damage  Attention  Vine  sprout |
|  | [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. |

All Lesson plans are subject to change based on the events and students’ need.