Ms.  Baker

Reading Lesson Plans

10/21- 10/25

Pumpkins Time

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|  | | | Monday  10/21 | Tuesday  10/22 | Wednesday  10/23 | Thursday  10/24 | Friday  10/25 |
| 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 create a presentation that shows the life cycle of a pumpkins by using google slides | Sub plan prepared | Field trip to the pumpkin patch.  Students will be able to apply and use the vocabulary that they already learned. |
| 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** life cycle of a pumpkin by using and sharing the stem sentence with their A/B partner “the first stage is ……” | Sub plans prepared | Field Trip to the pumpkin patch  Students will add two slides to their presentation reflecting back on their visit to the pumpkin patch . |
| Key Vocabulary | produce  ripe  Seed  Ground  Dirt  Grow  Place  Damage  Magic  Soil  Attention | | produce  ripe  Seed  Ground  Dirt  Magic  Soil  Grow  Place  Damage  Attention | produce  ripe  Seed  Ground  Dirt  Grow  Magic  Soil  Place  Damage  Attention | produce  ripe  Seed  Ground  Dirt  Grow  Magic  Soil  Place  Damage  Attention | produce  ripe  Seed  Ground  Dirt  Grow  Place  Magic  Soil  Damage  Attention |
|  | [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. |