Ms.  Baker

Reading Lesson Plans

10/04- 10/8

Tamika’s Trip to the Zoo

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|  | | | Monday  10/04 | Tuesday  10/05 | Wednesday  10/06 | Thursday  10/07 | Friday  10/08 |
| Content objective | | | TSWBAT examine the title, key idea, author’s purpose, and sequences by **analyzing the text structure.** | No school | 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 using the google slides by citing textual evidence from the text locate new vocabulary (Type 2 writing) | TSWBAT present their google slides to the classroom by citing evidence and stating the sequences of the text it to the class ( 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 **identify the** author’s purpose **by** using and sharing the stem sentence with their A/B partner “the author’ purpose is ……” | SWBAT **write** two sentences in each slide using the new vocabulary that they learned simple present tense verb | SWBAT **orally share** their presentation with their A/B partner and the whole classroom |
| Key Vocabulary | Zoo  Planned  Drew  Polar bear  Meet  Father  Gate  map  Sprout  Vine | | Zoo  Planned  Drew  Polar bear  Meet  Father  Gate  Sprout  Vine | Zoo  Planned  Drew  Polar bear  Meet  Father  Gate  Sprout  Vine | Zoo  Planned  Drew  Polar bear  Meet  Father  Gate  Sprout  Vine | Zoo  Planned  Drew  Polar bear  Meet  Father  Gate  Sprout  Vine |
|  | [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. |