**Ms.  Baker**

**Reading Lesson Plans**

**03/09- 03/13**

**What Should I wear today?**

**Grammar: Simple Present**

**Phonics: short I / sight words**

**Social studies: Fire safety tips**

**Math: evaluating exponents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday03/09 | Tuesday03/10 | Wednesday 03/11 | Thursday 03/12 | Friday03/13 |
| 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  | TSWBAT generate their own writing and present it to the class by creating 5-6 google slide presentations 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** 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 | 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  | TitleMain/ key ideaEvidence Author’s purposePantsSkirtsShirtsCoatMittensGlovesShoesSocksButtonszipper | TitleMain/ key ideaEvidence Author’s purposePantsSkirtsShirtsCoatMittensGlovesShoesSocksButtonszipper | TitleMain/ key ideaEvidence Author’s purposePantsSkirtsShirtsCoatMittensGlovesShoesSocksButtonszipper | TitleMain/ key ideaEvidence Author’s purposePantsSkirtsShirtsCoatMittensGlovesShoesSocksButtonszipper | TitleMain/ key ideaEvidence Author’s purposePantsSkirtsShirtsCoatMittensGlovesShoesSocksButtonsZipper  |
|  |  | [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 |