Ms.  Baker

Reading Lesson Plans

06/10- 06/14

*The Wonder of the water Cycle*

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|  | | | Monday  06/10 | Tuesday  06/11 | Wednesday  06/12 | Thursday  06/13 | Friday  06/14 |
| 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 Ask and answer questions as (*who, what, where, when, why*, and *how)* to demonstrate understanding of key details in a text by **citing evidence from the text using the answer sheet** ( Type 2 writing) | TSWBAT Examine the text structure and vocabulary **by using the graphic organizer** | TSWBAT  Plan and write a paragraph based on the assignment by **citing evidence from the text using** ( Type 3 Writing) | TSWBAT examine the connections between sentences and  Paragraphs by using  writing response sheet |
| Language objective | | | SWBAT **orally state** the key idea of each paragraph and ask a question about the text **by** using and sharing the stem sentence with their A/B partner “The key idea of the first paragraph 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 present progressive sentence from the text **by** using and sharing the stem sentence with their A/B partner “one example of present progressive is…..” | SWBAT **orally demonstrate the** ability to connect two sentences together **by** using and sharing the stem sentence with their A/B partner “I can connect two sentence together by ……” |
| Key Vocabulary | Recycling  Metal  Variety  Cans  Pick off  Drop off  Consider | | Recycling  Metal  Variety  Cans  Pick off  Drop off  Consider | Recycling  Metal  Variety  Cans  Pick off  Drop off  Consider | Recycling  Metal  Variety  Cans  Pick off  Drop off  Consider | Recycling  Metal  Variety  Cans  Pick off  Drop off  Consider |
|  | [CCSS.ELA-LITERACY.RI.2.1](http://www.corestandards.org/ELA-Literacy/RI/2/1/) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  RI.8.4 Determine the meaning of words…including figurative, connotative,  and technical meanings | | [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.  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.  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 |