

LITERATURE LESSON/LEARNING PLAN week of October 2, 2017

M.S. ELA Mrs. Chavez 305

CCSS Focus Standard: RL1: Read closely to determine what the text says explicitly and to make logical inferences; cite specific text evidence**Focus Reading Strategy/Skill aligned with:** RL2: Determine central ideas or themes of a text and analyze their development. ...Continuing "Habits" of

Reading: CCSSR1 read carefully, answer with evidence; CCSSR10: Interpret complex text; CCSSR4—infer word meaning from context;

WIDA Language Standard: Standard 2: Language of Language Arts

WIDA Language Domain (s)	Sensory Support	Graphic Support	Interactive Support
<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Real life objects <input type="checkbox"/> Manipulatives	<input type="checkbox"/> Charts <input checked="" type="checkbox"/> Graphic Org	<input checked="" type="checkbox"/> Partners <input type="checkbox"/> Native Language
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Pictures/Photos <input type="checkbox"/> Diagrams	<input type="checkbox"/> Number Lines <input type="checkbox"/> Timelines	<input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Mentors
<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Periodicals <input checked="" type="checkbox"/> Video Clips	<input type="checkbox"/> Tables <input type="checkbox"/> Pictures	<input type="checkbox"/> Whole Group <input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Audio <input type="checkbox"/> Physical Activity	<input type="checkbox"/> Graphs	<input type="checkbox"/> Internet/ Apps

Preview, Model, Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Fix, Finish UP				
<p>I do: Read aloud: 6th: Wonder (Identity) Ch. 6 7th: The Skin I'm In (Identity and Culture) Ch. 20 8th: The Hate You Give (Power) Ch. 19</p> <p>SWBT: Analyze plot to infer theme.</p> <p>Mini-lesson: Review: How do readers infer the theme? Introduce the Plot vs. Theme G.O.</p> <table border="1"> <tr> <td>Plot: What's happening in the story?</td> <td>Theme: What's the big idea about it?</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Vocab: Theme, plot, character</p> <p>We do: Shared reading from: Enemy Pie</p> <p>SEL Competencies: Relationship skills: communication; Social Awareness: respect for others.</p> <p>You do:</p> <ol style="list-style-type: none"> 1. Theme G.O. 2. Center Rotations: <ol style="list-style-type: none"> a. Small Group b. Science World 	Plot: What's happening in the story?	Theme: What's the big idea about it?			<p>I do: Read aloud: 6th: Wonder (Identity) Ch. 7 7th: The Skin I'm In (Identity and Culture) Ch. 21 8th: The Hate You Give (Power) Ch. 20</p> <p>SWBT: Analyze characters to cite textual evidence to support claim about theme.</p> <p>Mini-Lesson: Ask: What can characters teach us? Think about the characters from Enemy Pie.</p> <p>We do: Respond to the prompts below: -Find a spot where the character shows a trait -How would you describe how the character is acting? -What can the character teach you? -What are you learning from the character? -__ taught me that __, you should__.</p> <p>You do: Collaboratively:</p> <ol style="list-style-type: none"> 1. Make argument about theme 	<p>I do: Read aloud: 6th: Wonder (Identity) Ch. 8 7th: The Skin I'm In (Identity and Culture) Ch. 22 8th: The Hate You Give (Power) Ch. 21</p> <p>SWBT: Analyze characters to cite textual evidence to support claim about theme.</p> <p>Mini-Lesson: Explain that understanding a character actions and their response can teach us a lesson</p> <p>We do: character-> action-> character-> response -> lesson</p> <p>You do: Collaboratively:</p> <ol style="list-style-type: none"> 1. Infer theme from small passage. 2. Center Rotations: <ol style="list-style-type: none"> a. Small Group b. Science World c. Read to Self d. Read to Someone e. Writing 	<p>I do: Read aloud: 6th: Wonder (Identity) Ch. 9 7th: The Skin I'm In (Identity and Culture) Ch. 23 8th: The Hate You Give (Power) Ch. 22</p> <p>SWBT: Cite textual evidence to support claim about theme.</p> <p>You do—assessment— independent application of competence.</p> <p><i>Theme Quiz: Read a short passage. Complete the action, outcome, response graphic organizer to show an understanding of the theme of the story.</i></p> <p>You do—collaboratively Assess student's ability to analyze character and summarize chapter from read aloud.</p>	<p>I do: Read aloud: 6th: Wonder (Identity) Ch. 10 7th: The Skin I'm In (Identity and Culture) Ch. 24 8th: The Hate You Give (Power) Ch. 23</p> <p>SWBT: Cite textual evidence to support claim about theme.</p> <p>Introduce Book Report: Character Poster. Create a poster analyzing a character from your reading. Posters must include a picture and organize the following information below.</p> <ol style="list-style-type: none"> 1. Infer character traits with evidence ___ 2. Analyze the character's actions and motivation ___ 3. Infer feelings with evidence ___ 4. Project be neat and colored ___ <p>Teacher guides students needing support</p> <p>Review theme. Use graphic</p>
Plot: What's happening in the story?	Theme: What's the big idea about it?							

<ul style="list-style-type: none"> c. Read to Self d. Read to Someone e. Writing 	<p>2. Center Rotations:</p> <ul style="list-style-type: none"> a. Small Group b. Science World c. Read to Self d. Read to Someone e. Writing 			<p>organizer to infer theme using Lesson 2 of Coach Digital Buckle Down on Common Core</p> <p>You Do: Challenge for students who "meet" to exceed.</p> <p>Write your own short story using a theme discussed from the week. Complete pre-writing graphic organizer.</p> <p>Class Synthesis: How can readers infer the theme of a story?</p> <p>HW: Book Report: character poster</p>	
<p>Writing</p>	<p>T: Introduce simple (subject and predicate) and compound sentences (multiple subjects and predicates)</p> <p>S: Practice writing 5 compound and 5 simple sentences</p>	<p>T: Introduce I am poem</p> <p>S: Imbed grammar goals below into writing sample.</p>	<p>T: Continue to write in more detail using your "I am poem"</p> <p>S: Imbed grammar goals below into writing sample.</p>	<p>T: Revise your simple sentences into compound sentences</p> <p>S: Imbed grammar goals below into writing sample.</p>	<p>T: Write final draft of I am Poem.</p> <p>S: Imbed grammar goals below into writing sample.</p>
<p>Grammar Focus</p>	<p>It's</p> <p>Proof: It's = it is</p> <p>Ex: It's time to go home now. Journal write about your weekend using it's at least 5 times.</p>	<p>Its</p> <p>Proof: its= his</p> <p>Ex. The computer was broken, but its monitor still worked fine. Use the word two in your journal 5 times.</p>	<p>Review: Its and It's Use the both words in your journal 5 times as you journal about what you like most about your independent reading book.</p>	<p>Assess. Circle the correct form of its/it's.</p> <p>(selected three to five sample sentences from student notebooks).</p>	<p>No Red Ink Practice</p>

Centers	<p>Word Work: Word Wizard Graphic org.</p> <p>Word and definition:</p> <p>3 things the word makes you think of</p> <p>The word can be in a category with...</p> <p>Write a two-sentence conversation in the speech bubbles. Have each speaker use the new word.</p>	<p>Listening: Listen to the following NON-FICTION books from Epic:</p> <p>Hurricanes Collection (different levels)</p> <p>Record the title: Author: Pages Read:</p> <p>Record 5 facts you learned, 2 questions you may have about the topic.</p> <p>Illustrate a picture to represent your learning</p>	<p>Small Group:</p> <p>Strategy: Inferring</p> <p>Fluency: Repeated Reading</p> <p>Skill: Theme</p> <p>Exit Ticket: Make and argument about theme.</p> <p>Ex. The theme is _____. The text states, "_____." This shows a _____ theme because _____.</p>	<p>Daily Writing:</p> <ul style="list-style-type: none"> Write a short story including EACH of the following words. Be sure to use complete sentences in your story! helicopter * Disease * kitten * cactus * desert "NOBODY HAS THE POWER TO SHATTER YOUR DREAMS UNLESS YOU GIVE IT TO THEM." Do you agree or disagree with this quote? Explain your reasoning below. What is your favorite subject in school? Explain your reasoning below 	<p>Stride Academy:</p> <p>Complete Reading questions during center time.</p>
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