

Reading Block Planning Sheet

Name: Dillon Rogers School: Griggs Elementary School Grade: 5th

Objectives: After a read aloud of “A Plump and Perky Turkey” TSW cite at least five connections made during the story.

After a read aloud of “A Plump and Perky Turkey” TSW write synonyms for the vocabulary words given by the teacher.

Evaluation: The teacher will informally observe the student’s written responses which must be text to self, text to text, and/or text to world connections and must relate to a part of the story.

The teacher will informally observe the student’s written definitions of vocabulary looking for correct synonym/word relationships.

Materials: “A Plump and Perky Turkey”, story map organizers, summarizing PPT, rdg response journals, pencils/paper

Procedures: Introduce story, discuss vocabulary, go over connections; Model own connections and ask for students to share theirs throughout the story; discuss main idea and supporting details from story; go over elements; fill out graphic organizer in whole group; give directions for independent work- RRJ paragraphs with main idea and three supporting details; conference with students as they work independently; pull green group students to discuss vocabulary and go over paragraphs; check off student’s completed paragraphs in RRJ’s; wrap up the lesson and have students pack up; line up for lunch and switching classes.

Whole group- Read “A Plump and Perky Turkey” while focusing on T2T, T2S, and/or T2W connections; sharing connections and how they helped to understand the story better; direct explicit instruction on summarizing including main idea and 3 supporting details; narrative elements will be reviewed (characters, setting, problem, resolution); complete story map organizers together

Independent group instruction- RRJ: write a paragraph summary of the story including a main idea and 3 supporting details and narrative elements.

Small group instruction- One on one conferencing with students; pull green group members to teach vocabulary; discuss vocabulary during independent and small group time with other groups (no need to pull these students)