

Name: _____

Reading PLP- Week of 3/4

Unit 7 Essential Question: What is a community?

Must Do:

Reading Choice Board:

Pick one or more activities to do in the boxes below to practice the story you just read

Read the story with a partner and talk about what happened in the story

Record a video of yourself reading the story on Seesaw and explain the main idea

On the back of the paper or on seesaw create a thinking map for the story:
-Use a flow map to sequence
-Use a circle map to brainstorm
-Use a bubble map to describe
-Use a double bubble map to compare and contrast
Use a multi-flow map to write the causes and effects

Write a book review about the story. Tell whether you liked the story and why? Would you recommend the book to another third grader?

On the back of the paper draw and write a paragraph about what happens in the beginning, middle and end of the story

Work with a partner who read the same story: Write questions for each other and record a book interview on Seesaw

Monday:

Lexia:

Minutes: _____

Units: _____

Objectives:

I can share my prior knowledge and ideas about the Essential Question.

I can read to identify and annotate key details.

I can reread to find context clues to help me define words about communities.

Read (or listen on your computer and follow along in your book) "Exploring My Community". Underline key details and write the main idea below:

Write the questions we discussed in class and your own ideas about communities. We will see how much we learn as the unit goes on!

Guiding Questions/Initial Ideas Chart

Guiding Questions	Initial Ideas

Context Clues Chart

Word (Paragraph)	Context Clues	Our Definition	Revised Definition Using References
community (1)			
wetland (1)			
founded (2)			
settlers (caption)			
tourists (introduction)			

Tuesday:

Lexia:

Minutes: _____

Units: _____

Objectives:

I can identify an author's point of view in an informative text.

*Writing- Lessons 3 and 6

Point of View Chart

Paragraph	Language	Details	Point of View

Wednesday:

Lexia:

Minutes: _____

Units: _____

Objectives:

I can read to identify and annotate story details.

I can use the meanings of the suffixes and the base words to figure out meanings of words.

*Writing- Lesson 9

Read "A New Life in Vermont" and recount the main story details in order

1. _____
2. _____
3. _____
4. _____
5. _____

Word Meaning Chart

Word	Base Word	Suffix	Meaning
farmer			
director			
counselor			
painter			
builder			
sailor			
explorer			
teacher			

Unit 7 Week 1 Spelling Words

bakers	painters	owners	players
visitors	sculptors	vendors	actors

Sample Sentences:

Thursday:

Lexia:

Minutes: _____

Units: _____

Objectives:

I can explain how characters' actions contribute to events.

I can use the meanings of the suffixes and the base words to figure out meanings of words.

*Writing- Lesson 12

Read "Mission District" on page 10. Circle the words with suffix -er or -or.

Word Study Read

Remember to annotate as you read.

Notes

Informational Social Studies

The Mission District

¹ Let's take a trip to the Mission District of San Francisco, California! It is a community in the center of the city, named for the old mission there. It is home to Latinos, who have been moving there for decades. Today the Mission District draws visitors from around the world. Food is a main attraction. In the streets, the rich scent of Mexican food fills the air. Restaurants serve traditional tamales and tacos. Bakers and grocers offer tasty Mexican treats.

² Special events also draw visitors to the Mission District. Each year during the first week of November, the community holds a cultural festival. As festivalgoers stroll along the streets, they can see the work of local painters or sculptors. In May, a large carnival draws thousands of people. Carnival-goers enjoy food from street vendors. Musicians, dancers, and actors entertain the crowds.

³ Yet the Mission District is more than food and festivals. It's also a neighborhood. Workers, business owners, and families make it their home. At Mission Dolores Park, Latinos gather to play soccer. While watching the players, others sip sweet chocolate and discuss current events. Murals and artwork by and about Latinos fill outdoor spaces. Shops sell Spanish-language books. The Mission District is a thriving community and home to people proud of their roots.

10

Character Actions and Events Chart

Character Actions	Impact on Events

Unit 7 Week 1 Spelling Practice

1. The _____ decided to move the business he created to the Mission District.
2. Now that I've learned to play an instrument, I'd like to meet other _____ and form a band.
3. Instead of buying water from a vending machine, I bought it from one of the _____ in the park.
4. No one used to visit this area before, but now the park is filled with _____.
5. The _____ had to wake up very early to make bread for the festival.
6. The _____ were able to turn ugly blocks of stone into beautiful statues.
7. Without brushes or paint, the _____ were not able to do their work.
8. Everyone was impressed with how well the _____ in the play recited their lines.

Friday:

Lexia:

Minutes: _____

Units: _____

Objectives:

I can explain how the illustrations in the story support and extend the information.

I can compare and contrast two texts on the same topic.

***Writing- Lesson 15**

Write a paragraph describing how each of the illustrations contributed to your understanding of "A New Life in Vermont."

Challenge Activity: Reread paragraph 9 and draw an illustration below to support the text.

Compare/Contrast Chart

	"Exploring My Community"	"A New Life in Vermont"
Type of community		
Members of the community		
What is important to this community?		

Can Do:

▫ Mastery Check

Apply a skill that we've already learned to an independent reading book or Benchmark book. Ways to show you've mastered the skill: Presentation, Thinking Maps, Google Doc, any other project you can think of!

▫ IXL: Language Arts

▫ Lexia Skill Builder

▫ Ms. Miano's Vocab Practice

▫ News ELA article and quiz

▫ Write a creative story using all of the spelling words

▫ Write about your community:

Who is in it?

What communities are you a part of?

Why is it important to you?

Draw a picture to go along with your writing

▫ Interview another student about their community. Write your own questions and then record their answers

▫ Reading Choice Board:

Complete another activity after reading a story on Benchmark, in the teacher group, your own independent book or a close reading story.