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 Record a video of On the back of the Read the story with a yourself reading the partner and talk about paper or on seesaw what happened in the story on Seesaw and create a thinking map story explain the main idea 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 On the back of the Work with a partner about the story. Tell paper draw and write who read the same whether you liked the a paragraph about story: Write questions for each other and story and why? Would what happens in the record a book you recommend the beginning, middle and book to another third end of the story interview on Seesaw grader?

Monday:

Lexia: Minutes: Units:
Objectives:
I can <u>share</u> my prior knowledge and ideas about the Essential Question.
I can <u>read</u> to identify and annotate key details.
I can <u>reread</u> 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". <u>Underline</u> 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 <u>identify</u> an o	author's point of v	riew in an inform	native text.
*Writing- Lessons	3 and 6		

Point of View Chart

Paragraph	Language	Details	Point of View

Wednesday:

Lexio	.: Minutes:	Units:		
Objec	ctives:			
I can	read to identify and	<u>annotate</u> story details.		
mear	I can <u>use</u> the meanings of the suffixes and the base words to figure out meanings of words. *Writing- Lesson 9			
	"A New Life in Vermon	t" and recount the main story details	<u>in order</u>	
2.				
5.				

Word Meaning Chart

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

Unit 7 Week 1 Spelling Words

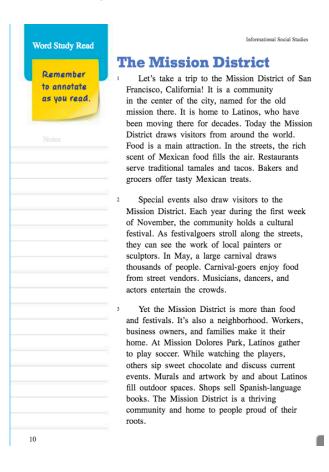
bakers	painters	owners	players	
visitors	sculptors	vendors	actors	

Sample Sentences:		

Thursday:

Lexia:	Minutes:	Units:
Objecti	ves:	
I can <u>e</u> :	xplain how characters' actions o	contribute to events.
	· ·	and the base words to figure out
meanin	igs of words.	
*Writin	g- Lesson 12	

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



Character Actions and Events Chart

Character Actions	Impact on Events

Unit 7 Week 1 Spelling Practice

 The decided to move the business he created to the Mission District. 			
Now that I've learned to play an instrument, I'd like to meet other and form a band.			
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			
The had to wake up very early to make bread for the festival.			
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 <u>explain</u> how the illustrations in the story support and extend the information.			
I can <u>compare and contrast</u> 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: Beread 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.