

Week 2, Day 6

Standards: R.I.9.1, R.I.11.1, R.I.6.1, W.4.1, W.1

I can summarize key details and ideas to support the central idea of a nonfiction text. I can write an opinion with clear reasons and relevant evidence. I can identify conjunctions in a text. I can use context clues to determine the meaning of 5 vocabulary words from given passage.

How do readers use nonfiction text to support inferences and conclusions with text evidence?

How do writers develop a strong opinion essay?

Real Aloud –

No Mirrors in My Nana's House: <https://www.storylineonline.net/books/no-mirrors-in-my-nanas-house/>

How would life be different if you didn't have mirrors?

Why didn't they have mirrors in Nana's house?

Why don't the people have faces?

What were some of the things the little girl wasn't aware of because there were no mirrors in her Nana's house?

How does "don't judge a book by its cover" relate to the story?

Reading –

Students will read Our Community Government and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Brainstorm favorites and wants to write an opinion piece about this week. Create a web to show your thinking.

Language/Grammar –

Complete conjunction sheet.

Vocabulary –

Complete Defining Words: Week 2.

Week 2, Day 7

Standards: R.L.5.1, R.L.8.1, W.4.1, R.L.10.1, W.1, R.L.11.1

I can determine meaning of a passage by making predictions, inferences, and drawing conclusions. I can write an opinion with clear reasons and relevant evidence. I can identify pronouns in a text. I can associate a word with a sentence based on context.

How do readers interpret meaning?

How do writers develop a strong opinion essay?

Read Aloud –

Rent Party Jazz: <https://www.storylineonline.net/books/rent-party-jazz/>

Why doesn't Mama want Sonny to quit school to help get money to pay the rent?

"For the first time in days, Sonny smiled." Why?

When Sonny explains his rent party plan to Mama, does she think it's a good idea?

Why doesn't Smilin' Jack take the extra money from Mama?

Why do you think Sonny wants to learn to play the trumpet?

Reading –

Students will read But I Need That and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Choose a topic from your web that you feel the strongest about and write an introduction making sure you include a strong opinion statement and give your reader a preview of your reasons.

Language/Grammar –

Complete one Pronouns sheet.

Vocabulary –

Complete Associating Words: Week 2.

Week 2, Day 8

Standards: R.I.9.1, R.I.11.1, R.I.6.1, W.4.1, W.1

I can summarize key details and ideas to support the central idea of a nonfiction text.
I can write an opinion with clear reasons and relevant evidence. I can identify pronouns in a text. I can use vocabulary words to make connections to moments in my life.

How do readers use nonfiction text to support inferences and conclusions with text evidence?

How do writers develop a strong opinion essay?

Read Aloud –

Snappy The Alligator: <https://www.storylineonline.net/books/snappy-the-alligator/>

Who is telling the story? How do you know?

What is the purpose of the speech bubble?

Why does Snappy think the narrator is “an awful narrator?”

How do the illustrations add to your understanding of the story?

What kind of book is this? Fiction or nonfiction? How do you know?

Reading –

Students will read Three Levels of Government and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Start writing 3 paragraphs listing your reasons and examples to support your opinion. Make sure you use transition words (first, next, then, last, in conclusion, as you can see, for example).

Language/Grammar –

Complete second pronouns sheet.

Vocabulary –

Complete Vocabulary in My Life: Week 2.

Week 2, Day 9

Standards: R.L.5.1, R.L.8.1, W.4.1, R.L.10.1, W.1, R.L.11.1

I can determine meaning of a passage by making predictions, inferences, and drawing conclusions. I can write an opinion with clear reasons and relevant evidence. I can identify adjectives in a text. I can use vocabulary words to make a connection to the passage.

How do readers interpret meaning?

How do writers develop a strong opinion essay?

Read Aloud –

Somebody Loves You, Mr. Hatch: <https://www.storylineonline.net/books/somebody-loves-you-mr-hatch/>

How does Mr. Hatch change through the story?

What caused him to change?

Is change good or bad? Why?

Do you ever feel like you don't have friends? How does that make you feel?

How can we show people that we care about them?

Reading –

Students will read Career Week and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Finish writing 3 paragraphs listing your reasons and examples to support your opinion. Make sure you use transition words (first, next, then, last, in conclusion, as you can see, for example).

Language/Grammar –

Complete one Adjectives sheet.

Vocabulary –

Complete Returning to the Context: Week 2.

Week 2, Day 10

Standards: R.I.9.1, R.I.11.1, R.I.6.1, W.4.1, W.1

I can summarize key details and ideas to support the central idea of a nonfiction text.
I can write an opinion with clear reasons and relevant evidence. I can identify adjectives in a text. I can use what I know about vocabulary words to complete sentences.

How do readers use nonfiction text to support inferences and conclusions with text evidence?

How do writers develop a strong opinion essay?

Read Aloud –

Sylvester and the Magic Pebble: https://www.storylineonline.net/wp-content/uploads/2018/09/SylvesterandtheMagicPebble_TeacherActivityGuide.pdf

Have you ever had a problem you wish you could solve magically?

If you found a magic pebble, what would you wish for?

Why might using magic to solve a problem not be a good thing?

What questions would you ask him about his travels?

What does stone-dumb mean? Use your context clues.

Reading –

Students will read Community Goods and Services and complete word work, understand it, vocabulary, and comprehension work on the back.

Writing –

Write a conclusion for your opinion essay including a transition word and make sure you restate your opinion.

Language/Grammar –

Complete second adjectives sheet.

Vocabulary –

Complete Sentence Stems: Week 2 sheet.