Monday

October 9, 2023

Learning Targets

1. I can transition the right way.

1. I CAN learn everyone's name.

1. I CAN learn our classroom norms.

1. I CAN identify what it means to be a GREAT READER!

Class Introductions

1. Introduce yourself

1. Tell us one thing I like to do.

“Hi. My name is _____ and I love to _____.”

Get up to 5 Ujima Points a day!!

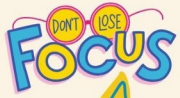
Classroom Norms

Sit in SLANT

Raise your hand to speak.

One Mic

Focus on the Learning Target.



Give your best effort.

Let's Practice our norms!

FLUENCY means Reading with proper:

P→Pausing/Phrasing

pausing at punctuation, chunked phrases to sound ***smooth.***

E→ Expression

change your voice appropriately at punctuation marks; ***expressive.***

A→ Accuracy

read words correctly and ***accurately.***

R→ Rate

read at the just right **rate(speed)**, not too fast, not too slow.

What does a Great Reader Look like?

Time to Practice Fluency!

Tuesday

October 10, 2023

Learning Targets

1. I CAN understand and practice our classroom norms.

1. I CAN understand and explain my reading identity.

Get up to 5 Ujima Points a day!!

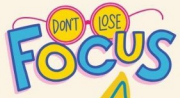
Classroom Norms

Sit in SLANT

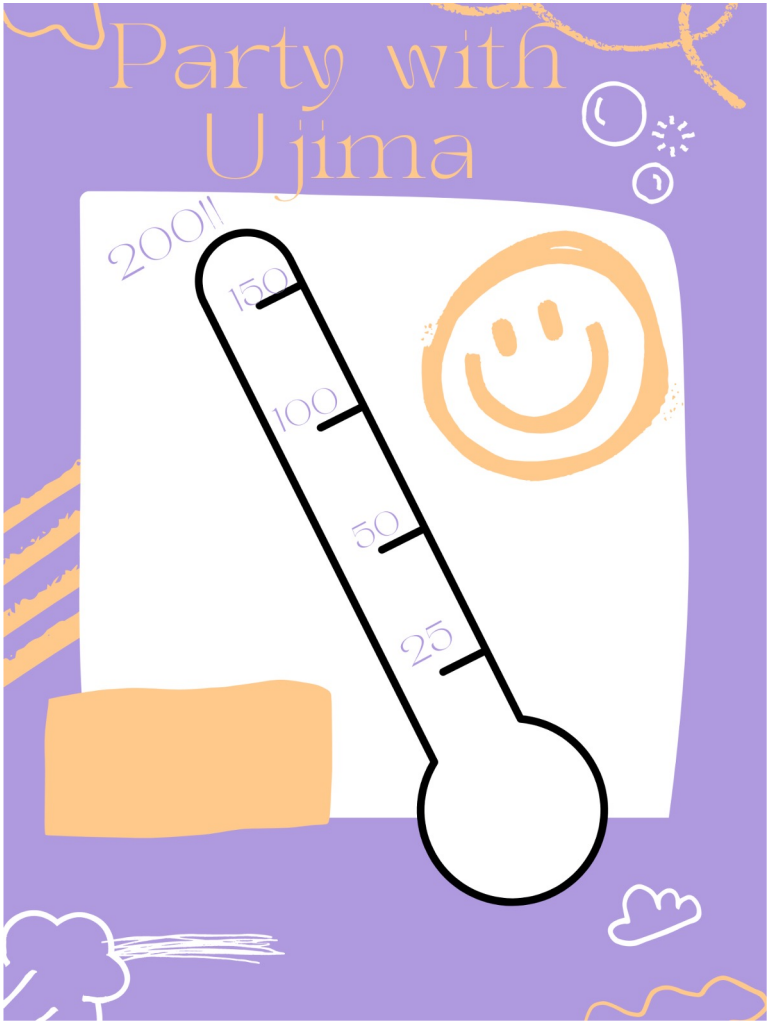
Raise your hand to speak.

One Mic

Focus on the Learning Target.



Give your best effort.



Each student can get 5 points each day.

- Transition to class
- participation/effort
- Group activity
- Kujichagulia Work
- Line Up

What is your Reading Identity?

Elementary Reading Attitude Survey

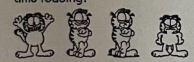
School _____ Grade _____ Name _____

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading on summer vacation?

8. How do you feel about reading instead of playing?

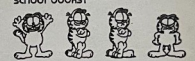
9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?

13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?

17. How do you feel about the stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?

Wednesday

October 11, 2023

Learning Targets

1. I CAN understand and explain our classroom norms.

1. I CAN understand and explain what inferencing is.

Get up to 5 Ujima Points a day!!

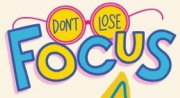
Classroom Norms

Sit in SLANT

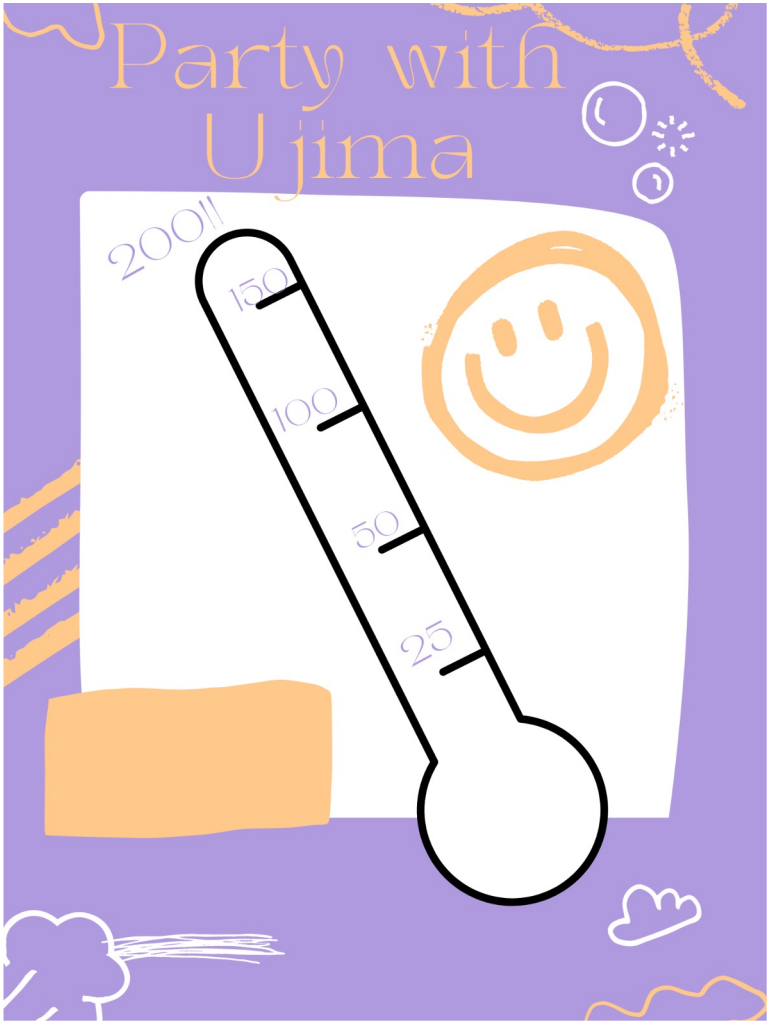
Raise your hand to speak.

One Mic

Focus on the Learning Target.



Give your best effort.



Each student can get 5 points each day.

- Transition to class
- participation/effort
- Group activity
- Kujichagulia Work
- Line Up

Learning Target:

I can understand and explain what Inferencing is.

Inference Game

Thursday

October 12, 2023

Learning Targets

1. I can understand and explain the classroom norms.

1. I can use Ujima to play learning games with my classmates.

1. I can make inferences about a text I read.

Get up to 5 Ujima Points a day!!

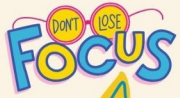
Classroom Norms

Sit in SLANT

Raise your hand to speak.

One Mic

Focus on the Learning Target.



Give your best effort.

Inference Game

Friday

October 13, 2023

Learning Targets

1. I can understand and explain the classroom norms.

1. I can practice inference about a text.

1. I can use Ujima to play learning games with my classmates.

Get up to 5 Ujima Points a day!!

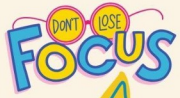
Classroom Norms

Sit in SLANT

Raise your hand to speak.

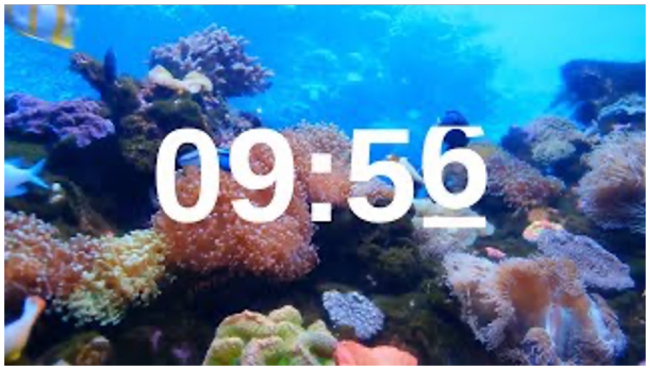
One Mic

Focus on the Learning Target.



Give your best effort.

Inference Practice



Name: _____

Inferences Worksheet 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

Inference Game