

MONDAY

October 16, 2023

LEARNING TARGETS

1. I can use Ujima to practice our classroom norms.

1. I CAN read multisyllabic words with vowel teams.

1. I can read fluently with PEAR.

Get up to 5 Ujima Points a day!!

Classroom Norms

Sit in SLANT



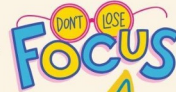
Raise your hand to speak.



One Mic



Focus on the Learning Target.



Give your best effort.



Star effort

DECODING SPEED ROUND

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?

TUESDAY

October 17, 2023

LEARNING TARGETS

1. I CAN understand and practice our classroom norms.

1. I CAN understand and explain inferencing strategies.

Get up to 5 Ujima Points a day!!

Classroom Norms

Sit in SLANT



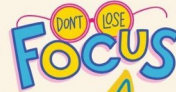
Raise your hand to speak.



One Mic



Focus on the Learning Target.



Give your best effort.



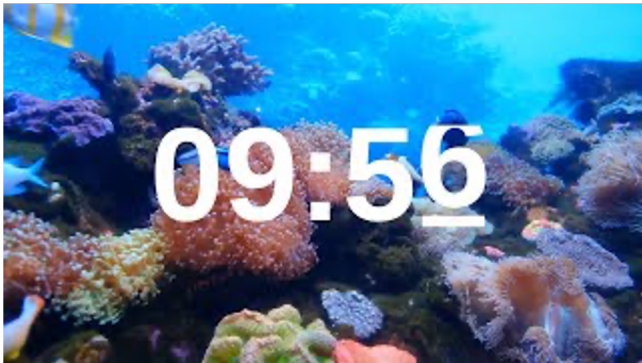
LEARNING TARGET:

I CAN UNDERSTAND AND EXPLAIN
INFERCING STRATEGIES.



—

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?

WEDNESDAY

October 18, 2023

LEARNING TARGETS

1. I CAN understand and explain our classroom norms.

1. I CAN code syllables in words.

1. I CAN read fluently with PEAR.

1. I CAN comprehend what I read.

Get up to 5 Ujima Points a day!!

Classroom Norms

Sit in SLANT



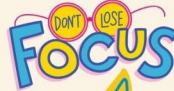
Raise your hand to speak.



One Mic



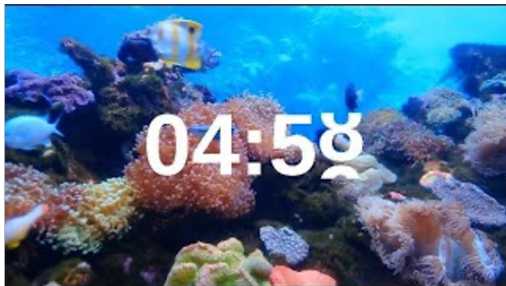
Focus on the Learning Target.



Give your best effort.



SYLLABLE SLEUTH



Vowel Team Syllables Name: _____
Text Application Date: _____

Following your 1st read, syllabicate the words listed below from the text.

raisin

ingrained

teapot

Halloween

Why were the girls excited for their day with Mom?

Who saved the day and how?

THURSDAY

October 12, 2023

LEARNING TARGETS

1. I CAN UNDERSTAND AND EXPLAIN THE CLASSROOM NORMS.

1. I CAN comprehend what I read.

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.



Star
effort

Name: _____ Date: _____

Closed Syllables Decodable

“The Lost Mittens”

My friend lost one of his **mittens**. We tried to **backtrack** to see where we lost it. We thought we might have lost them near the **hidden tunnel**, where we spent our time yesterday. We started walking near the **tunnel** when we heard a **chicken**. We tried to see what the **chicken** was chasing. The **chicken** was chasing a **rabbit**. The **rabbit** was hopping near the tunnel. We started running quickly and saw that the rabbit went into the **tunnel**. We looked **into** the **hidden tunnel** and could not find my friend’s lost **mitten**. He was very **upset**, but that was not the real **problem** anymore. The new **problem** was that the **rabbit** was crying. He was stuck in the **tunnel** and could not get out. My friend and I discussed how we could solve this **problem**. We agreed that I would crawl into the **tunnel** and help the **rabbit** get **unstuck**. I crawled in and saw that the **rabbit’s** foot was stuck in a hook. I unhooked the **rabbit** and pulled him out of the **tunnel** slowly. When I crawled out of the **tunnel**, my friend yelled at me. He said, “Look, my lost **mitten** is stuck on the **rabbit**.” My friend’s lost **mitten** was stuck on the **rabbit’s** foot. We were lucky that the **rabbit** ran into the **hidden tunnel**, running away from the **chicken**. He saved the day and found my friend’s lost **mitten**!

WHAT IS READING
COMPREHENSION?

SYLLABLE SLEUTH



Guided Practice

Name: _____

Vowel Team Syllables

Date: _____

leaflet

repeat

railroad

cocoa

chimpanzee

sustain

discreet

Tennessee

INFERENCE DETECTIVES
