

Mrs. White's Reading Lesson Plans
Week of: January 6-10

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Time/Period: 8:10-8:50</p> <p>1st period: White 8:50-10:10</p> <p>Extra recess 10:10-10:30</p> <p>2nd period: Emison 10:30-11:50</p> <p>3rd period: Walls 11:50-1:50 (lunch/recess 12:50-1:30)</p> <p>4th period: Kiriazis 1:50-3:10</p>	<p>Activity Period: Library</p> <p><u>Standards:</u></p> <p>RL.6.2 Examine a grade-appropriate literary text by providing an objective summary and determine a theme of a text and how it is conveyed through particular details.</p> <p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><u>Student-Friendly Objective:</u> Students</p>	<p>Activity Period: Art</p> <p><u>Standards:</u></p> <p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>Activity Period: P.E.</p> <p><u>Standards:</u></p> <p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>Activity Period: Music</p> <p><u>Standards:</u></p> <p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>Activity Period: Spanish</p> <p><u>Standards:</u></p> <p>RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or</p>

	<p>will determine important events in the plot of their book club's novel and determine how the main character changes throughout the story. They will begin working on their foldable project that will demonstrate their mastery of summary writing and character development.</p> <p>Students will continue to record any unfamiliar vocabulary words in their vocabulary notebooks, writing the definition, a synonym, a picture and the morphology or etymology.</p> <p><u>Materials:</u> handout, fiction book club texts</p> <p><u>Small Groups:</u> Any students struggling</p>	<p>expression</p> <p><u>Student-Friendly Objective:</u> Students will complete Foldable project and begin reading new independent novel for work in new unit</p> <p>Students will also record any unfamiliar vocabulary words in their vocabulary notebooks, writing the definition, a synonym, a picture and the morphology or etymology.</p> <p>ACE Day :</p> <p>Students who are remaining in class will receive remediation and targeted support; Progress monitoring and interventions will</p>	<p>expression</p> <p><u>Student-Friendly Objective:</u> TSW learn to look beyond character traits to characters' relationships</p> <p>Students will also record any unfamiliar vocabulary words in their vocabulary notebooks , writing the definition, a synonym, a picture and the morphology or etymology.</p> <p><u>Mini Lesson-</u> TTW teach students to shift their focus from individual characters to the relationships characters have and the issues that arise from those relationships</p> <p><u>Materials:</u> mentor text, self selected novels, binders</p>	<p>expression</p> <p><u>3rd Quarter RI Test</u></p> <p><u>Student-Friendly Objective:</u> TSW continue reading their self selected fiction text and note different relationships between the story's characters.</p> <p>Students will also record any unfamiliar vocabulary words in their vocabulary notebooks, writing the definition, a synonym, a picture and the morphology or etymology</p> <p><u>Materials:</u> mentor text, self selected novels, binders, vocabulary notebooks</p>	<p>expression</p> <p><u>Heart/Lung Dissections</u></p> <p><u>Student-Friendly Objective:</u> TSW examine a character's relationships for both positive and negative features</p> <p>Students will also record any unfamiliar vocabulary words in their vocabulary notebooks, writing the definition, a synonym, a picture and the morphology or etymology.</p> <p><u>Mini Lesson:</u> TTW teach the students that most relationships in their stories will have both positive and negative sides, and that they should consider both aspects when</p>
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	<p>with new skills will be given extra practice and scaffolding: students finishing ahead of their groups will be allowed to read additional nonfiction texts related to the topic of their book club book</p> <p><u>Assessment:</u> students will be formally assessed by their completed Foldable Project</p>	<p>also take place during this time</p>	<p><u>Small Groups:</u> Any students struggling with new skills will be given extra practice and scaffolding: students finishing ahead of their groups will be allowed to read additional nonfiction texts related to the topic of their book club book</p> <p><u>Assessment:</u> students will be informally assessed by their discourse with their table groups and their notes from their reading</p>		<p>trying to get a complete understanding of the relationship</p> <p><u>Materials:</u> mentor text, self selected novels, binders</p> <p><u>Assessment:</u> students will be informally assessed by their discourse with their table groups and their notes from their reading</p>
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