

Mrs. White's Reading Lesson Plans
Week of: January 27-31

	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 style="text-align: center;">Activity Period: Library</p> <p><u>Standards:</u></p> <p>RL.6.2 Examine a grade-appropriate literary text. Determine a theme of a text and how it is conveyed through particular details.</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 expression</p> <p><u>Student-Friendly Objective:</u> TSW learn that group conflicts often arise because of an imbalance of power between the</p>	<p style="text-align: center;">Activity Period: Art</p> <p><u>Standards:</u></p> <p>RL.6.2 Examine a grade-appropriate literary text. Determine a theme of a text and how it is conveyed through particular details.</p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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 expression</p>	<p style="text-align: center;">Activity Period: P.E.</p> <p><u>Standards:</u></p> <p>RL.6.2 Examine a grade-appropriate literary text. Determine a theme of a text and how it is conveyed through particular details.</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 expression</p> <p><u>Student-Friendly Objective:</u> TSW use common themes to gain a deeper understanding of their protagonist</p>	<p style="text-align: center;">Activity Period: Music</p> <p><u>Standards:</u></p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2 Examine a grade-appropriate literary text. Determine a theme of a text and how it is conveyed through particular details.</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 expression</p>	<p style="text-align: center;">Activity Period: Spanish</p> <p><u>Standards:</u></p> <p>RL.6.2 Examine a grade-appropriate literary text. Determine a theme of a text and how it is conveyed through particular details.</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 expression</p> <p><u>Student-Friendly Objective:</u> TSW focus on the individual character's response to issues arising in the text to avoid</p>

	<p>two groups</p> <p>Focus Vocabulary: Imbalance, activist</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 related words</p> <p>Materials: mentor text, book club novels, binders, vocabulary notebooks</p> <p>Mini Lesson: TTW teach that when the reader sees an issue a group is facing, ask how might this be related to a power imbalance facing that group? Consider what effects that imbalance might have on individuals in that group</p> <p>Small Groups: Students will work with their book club</p>	<p>ACE Day :</p> <p>Students who are remaining in class will receive remediation and targeted support; Progress monitoring and interventions will also take place during this time</p> <p>Student Friendly Objective: TSW read a passage and answer questions based on evidence and inferences</p> <p>Students will also complete any unfinished vocabulary squares on new vocabulary words in their vocabulary notebooks taken from their reading or academic language covered in class</p>	<p>Focus Vocabulary: nonviolence, motif, theme</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 related words</p> <p>Materials: vocabulary notebooks, mentor text "Inside Out," SmartBoard, class novels (book club books), exit ticket</p> <p>Mini Lesson: TTW teach the students to apply simple themes to their stories, and to gain a deeper understanding by either supporting or disproving those themes using evidence from the text</p> <p>Small Groups: Students will work with their table</p>	<p>Student-Friendly Objective: TSW read a passage and answer questions based on evidence and inferences; will continue to read their book club books and work on completing their project book</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 related words</p> <p>Materials: vocabulary notebooks, student laptops, book club novels, vocabulary notebooks</p> <p>Assessment: ReadWorks Passage Graded Assessment</p>	<p>stereotyping by group identities</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 related words</p> <p>Focus Vocabulary: stereotype, -ism, -phobia</p> <p>Materials: vocabulary notebooks, mentor text, self book club novels, vocabulary notebooks</p> <p>Mini Lesson: TTW teach students to analyze characters not just based on the groups to which they belong, but on their individual actions</p> <p>Small Groups: Students will talk</p>
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	<p>groups to determine one or two effects that a power imbalance has on members of a specified group in their book</p> <p><u>Assessment:</u> students will be informally assessed by their discourse with their book club groups and their notes from their reading about power imbalances in their book.</p>	<p>Vocabulary Review Game: Students will use words from the word wall to compete as table groups</p>	<p>groups to discuss how the theme of “It’s hard to be new” give the reader insight into Fransisco’s character, then students will get their book club groups and look for common themes in their book club reading</p> <p><u>Assessment:</u> Students will be informally assessed on their understanding today’s lesson with an exit ticket; they will be formally assessed on their book club project to be turned in when they complete their reading.</p>		<p>with their book clubs about possible stereotypes facing their characters</p> <p><u>Assessment:</u> students will be informally assessed by their discourse with the class and their table groups as well as their notes made in their book club project book</p>
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