

Mrs. White's Reading Lesson Plans
Week of: February 10-14

	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.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L.6.2 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: Art</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: P.E.</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: 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.6.1 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><u>Student-Friendly Objective:</u> TSW focus on the individual character’s response to issues arising in the text to avoid 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</p> <p><u>Materials:</u> vocabulary notebooks, mentor text, self book club novels, vocabulary notebooks</p> <p><u>Mini Lesson:</u> TTW teach students to recognize when the stories they read reinforce or challenge</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><u>Student Friendly Objective:</u> 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><u>Student-Friendly Objective:</u> TSW work on finishing their novel and to completing their project books and vocabulary slideshow</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><u>Materials:</u> vocabulary notebooks, student laptops, class novels</p> <p><u>Small Groups:</u> Students will work in their book clubs to complete their project book on their books</p> <p><u>Assessment:</u> Students will be informally assessed on their mastery of the</p>	<p><u>Student-Friendly Objective:</u> TSW reflect on the lessons learned from their novels and apply it to being an “Upstander” in their own life</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><u>Materials:</u> vocabulary notebooks, student laptops, book club novels, vocabulary notebooks</p> <p><u>Mini Lesson:</u> TTW teach students to evaluate both the good and bad elements of the story to determine if the overall message is a positive or negative one, using the mentor text, “Inside Out”</p>	<p><u>Student-Friendly Objective:</u> TSW finish and turn in their project book on their book club reading</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><u>Materials:</u> vocabulary notebooks, mentor text, self book club novels, vocabulary notebooks</p> <p><u>Small Groups:</u> Students will work in their book clubs to complete their project book on their books</p> <p><u>Assessment:</u> students will be formally assessed by their book club project book</p>
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	<p>stereotypes about groups of people</p> <p><u>Small Groups:</u> Students will talk with their book clubs about possible stereotypes facing their characters, and whether the author is challenging or reinforcing those stereotypes</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>	<p>Vocabulary Review Game: Students will use words from the word wall to compete as table groups</p>	<p>studied standard by their work on their slideshows and project books</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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