

**Mrs. White's Reading Lesson Plans**  
**Week of: February 24-28**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Time/Period:</b> 8:10-8:50</p> <p><b>1st period:</b> White 8:50-10:10</p> <p>Extra recess 10:10-10:30</p> <p><b>2nd period:</b> Emison 10:30-11:50</p> <p><b>3rd period:</b> Walls 11:50-1:50 (lunch/recess 12:50-1:30)</p> <p><b>4th period:</b> Kiriazis 1:50-3:10</p>	<p style="text-align: center;"><b>Activity Period:</b> Library</p> <p><u>Standards:</u></p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another</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 compare a nonfiction text with their fiction reading on the same topic</p> <p><b>Focus vocabulary:</b></p>	<p style="text-align: center;"><b>Activity Period:</b> Art</p> <p><u>Standards:</u></p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another</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;"><b>ACE Day :</b></p> <p>Students who are remaining in class will receive remediation and targeted support; Progress monitoring</p>	<p style="text-align: center;"><b>Activity Period:</b> P.E.</p> <p><u>Standards:</u></p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another</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 compare a nonfiction text with their fiction reading on the same topic</p> <p><b>Focus vocabulary:</b></p>	<p style="text-align: center;"><b>Activity Period:</b> Music</p> <p><u>Standards:</u></p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another</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 compare a nonfiction text with their fiction reading on the same topic</p> <p><b>Focus vocabulary:</b></p>	<p style="text-align: center;"><b>Activity Period:</b> Spanish</p> <p><u>Standards:</u></p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another</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 complete a RAFT using facts and understanding gained from reading <u>Little Rock Girl:</u></p>

	<p>wielding, resolute</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, <u>Little Rock Girl, 1957</u></p> <p><u>Mini Lesson:</u> TTW read chapter 3 of <u>Little Rock Girl, 1957</u> and guide a discussion comparing the book to those just read in book clubs</p> <p><u>Assessment:</u> Students will be informally assessed by their discourse with the class</p>	<p>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>Vocabulary Review Game: Students will use words from the word wall to compete as table groups</p>	<p>hostility, reconciliation</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, <u>Little Rock Girl, 1957</u></p> <p><u>Mini Lesson:</u> TTW read the first half of chapter 4 of <u>Little Rock Girl, 1957</u> and guide a discussion comparing the book to those just read in book clubs</p> <p><u>Assessment:</u> Students will be informally assessed by their discourse with the class</p>	<p>stoicism</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, <u>Little Rock Girl, 1957</u></p> <p><u>Mini Lesson:</u> TTW read the rest of chapter 4 of <u>Little Rock Girl, 1957</u> and guide a discussion comparing the book to those just read in book clubs</p> <p><u>Assessment:</u> students will be informally assessed by their discourse with the class</p>	<p>Role: a citizen living in 1957 Little Rock Audience: newspaper readers Format: a letter to the editor Topic: Why is the integration of Central High school a good thing?</p> <p><u>Materials:</u> student laptops, <u>Little Rock Girl, 1957</u></p> <p><u>Assessment:</u> Students will be formally assessed on their understanding of the text <u>Little Rock Girl, 1957</u> by their RAFT</p>
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