|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| John Green Reading 6th and 7th grades | Mon. 11/13/17 | Tues. 11/14/17 | Wed. 11/15/17 | Thur. 11/16/17 | Fri. 11/17/17 |
| Essential Question | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target | I will analyze the text to better determine the main idea. | I will analyze life as I was in the 1960’s for the Watson Family. | I will analyze life as I was in the 1960’s for the Watson Family. | I will analyze and answer questions to the best of my abilities for my individual reading assignments. | I will do my best on my monitoring activities. |
| Bell-ringer | Students will listen while Among book is read and write a comment on the text for their bell ringer. | Students will listen while Among book is read and write a comment on the text for their bell ringer. | Students will listen while Among book is read and write a comment on the text for their bell ringer. | Students will listen while Among book is read and write a comment on the text for their bell ringer. | Students will listen while Among book is read and write a comment on the text for their bell ringer. |
| KCAS Standard or  CC# & DOK Level  (full text) | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence. | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence. | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence. | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence. | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence. |
| Instructional Strategy/Activity | Students usually work individually on Readworks assignments. Today a whole class activity will be done with two Readworks assignments and analyzed together. Some students are missing main idea questions regularly so this should be reviewed. | “Watson’s Go to Birmingham” will be continued to be read as a whole group with teacher and student reading aloud and corresponding activities using the interactive notebook being done as a class. | “Watson’s Go to Birmingham” will be continued to be read as a whole group with teacher and student reading aloud and corresponding activities using the interactive notebook being done as a class. | Students will work on Reading plus activities with teacher rotating and reading individually with students | Monitoring activities will be done, taking most of the period. |
|  |  |  |  |  |  |
| Formative Assessments |  | Interactive notebook | Interactive notebook | Students will be worked with individually on their assignments. |  |
| Critical vocabulary |  | Accent, ban, conk, disgust, execute, grind, gigantic, mercy, mourning, peon, tolerate | Accent, ban, conk, disgust, execute, grind, gigantic, mercy, mourning, peon, tolerate | Various words in their individual assignments. | Various terms from individual monitoring assignments. |
| Summative Assessments |  |  |  | Questions at the end of their individual assignments. | Various questions from individual monitoring assignments. |