|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| John Green Reading 6th and 7th grades | Mon. 11/20/17 | Tues. 11/21/17 | Wed. 11/22/17 | Thur. 11/23/17 | Fri. 11/24/17 |
| Essential Question | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? | No school | No school | No school |
| Daily Learning Target | I will analyze life as I was in the 1960’s for the Watson Family. | 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. |  |  |  |
| 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. |  |  |  |
| Instructional Strategy/Activity | “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. |  |  |  |  |
|  |  |  |  |  |  |
| Formative Assessments | Interactive notebook |  |  |  |  |
| Critical vocabulary | Accent, ban, conk, disgust, execute, grind, gigantic, mercy, mourning, peon, tolerate | Various terms from individual monitoring assignments. |  |  |  |
| Summative Assessments |  | Various questions from individual monitoring assignments. |  |  |  |