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| John Green Reading 6th  | Mon. 2/19/18 | Tues. 2/20/18 | Wed. 2/21/18 | Thur. 2/22/18 | Fri. 2/23/18 |
| Essential Question | No school | No school | What are the story elements? | 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 identify the story elements in the Read 180 text. | I will use proper reading strategies to answer questions more accurately. |  I will do my best on my monitoring activities. |
| Bell-ringer |  |  | Students will listen while Watsons Go to Birmingham is read and will comment on the text for their bell ringer. | Students will listen while Watsons Go to Birmingham is read and will comment on the text for their bell ringer. | Students will listen while Watsons Go to Birmingham is read and will comment on the text for their bell ringer. |
| KCAS Standard orCC# & 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.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.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.  |
| Instructional Strategy/Activity |  |  | Students will start a new unit in the Read 180 book entitled Identity Crisis concentrating on story elements. | Students will continue their work on the Read 180 book concentrating on story elements. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments |  |  | Teacher observation. | Teacher observation. |  |
| Critical vocabulary |  |  | Deceive, identity, imposter, recognize, unique | Deceive, identity, imposter, recognize, unique |  |
| Summative Assessments |  |  |  |  |  |