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| John Green Reading 6th  | Mon. 2/5/18 | Tues. 2/6/18 | Wed. 2/7/18 | Thur. 2/8/18 | Fri. 2/9/18 |
| Essential Question | No school.  | Why is it important to make to use proper reading strategies when answering questions? | Why is it important to make to use proper reading strategies when answering questions? | 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 use proper reading strategies to answer questions more accurately. | I will look for context clues as I read to better help me answer questions. | 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. | 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.  | 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 continue their work on poem analysis and looking for theme, main idea, unfamiliar vocabulary. | Students continue their work on poem analysis from yesterday. When groups are finished, the poems will be read in class and students thoughts shared as a whole group.  | Students will log onto Read Theory and teacher will rotate among students for assistance. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments |  | Teacher will rotate and make sure assignment is understood and being done properly. | Teacher will rotate and make sure assignment is understood and being done properly. | Teacher will rotate and make sure assignment is understood and being done properly. |  |
| Critical vocabulary |  | Varied depending on their reading passages. | Varied depending on their reading passages. | Varied depending on their reading passages. |  |
| Summative Assessments |  |  |  |  |  |