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| John Green Reading 6th  | Mon. 3/26/18 | Tues. 3/27/18 | Wed. 3/28/18 | Thur. 3/29/18 | Fri. 3/30/18 |
| Essential Question | Why is it important to make connections to what I read? | Why is it important to do my best on my on line reading assignments? | 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 use my recall strategies and inference skills to answer questions. | I will do my best on my on line reading assignments. | I will use my recall strategies and inference skills to answer questions. | I will use my recall strategies and inference skills to answer questions. |  I will do my best on my monitoring activities. |
| Bell-ringer | Among the Betrayed will be read and bell ringers recorded. | Among the Betrayed will be read and bell ringers recorded. | Among the Betrayed will be read and bell ringers recorded. | Among the Betrayed will be read and bell ringers recorded. | Among the Betrayed will be read and bell ringers recorded. |
| 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.  | 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 | Vocabulary words have been chosen from our bell ringer book activity. A quizlet activity has been developed for these words and students will review the words individually or in small groups. They will be given a quiz. Students will then read individually and be pulled to read with the teacher.  | Students will log onto Read Theory and perform related activities. Teacher will pull students to read with one on one. | Students will continue their work on the Read 180 book concentrating on story elements. The unit is close to completion and test will be given at the end. | Students will continue their work on the Read 180 book concentrating on story elements. If completed today, a test will be given over the unit.  | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments | Teacher observation. | Teacher observation. | Teacher observation. | Teacher observation. |  |
| Critical vocabulary | Cower, timid, skittish, compromise, burly, fugitive, putrid, ludicrous, treason, indignant, dainty, profile, descend, corrider |  |  |  |  |
| Summative Assessments | Vocabulary quiz |  |  |  |  |