**Mrs. Adkins Lesson Plans**

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| Reading | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:00-8:10** | Homeroom & Breakfast | Homeroom & Breakfast | Homeroom & Breakfast | Homeroom & Breakfast | Homeroom & Breakfast |
| 8:10 - 8:50  Word Study  Independent Reading  8:50 - 9:25  Intervention  9:25-10:05  Rotation  10:05 - 10:25  Recess  10:25 - 11:24  First Period  11:24 - 12:19  Second Period  12:19 - 1:00  Third Period  1:00 - 1:40  Lunch/Recess  1:40 - 1:53  Third Period  1:53 - 3:00  Fourth Period | Classwork:  **Materials:**  -personal computer  -Paper/Pencil  -Handouts  -book | Classwork:  **Materials:**  -personal computer  -Paper/Pencil  -Handouts  -book | Classwork:  **Materials:**  -personal computer  -Paper/Pencil  -Handouts  -book | Classwork:  **Materials:**  -personal computer  -Paper/Pencil  -Handouts  -book | Classwork:  **Materials:**  -personal computer  -Paper/Pencil  -Handouts  -book |
| Partners  -Small Groups  -One on one with teacher | Partners  -Small Groups  -One on one with teacher | Partners  -Small Groups  -One on one with teacher | Partners  -Small Groups  -One on one with teacher | Partners  -Small Groups  -One on one with teacher |
| **Word Study:**  **Introduction to letter-sound correspondences.** | **Word Study:**  **Consonant Blends** | **Word Study:**  Consonant Digraphs | **Word Study:**  Consonant Diagraphs | **Word Study:**  Comparing consonant blends and diagraphs |
| **I can:**  **Set reading goals and check out the just right book.**  **About ME info.** | **I can:**  **Participate in a read aloud, and then spend a brief time reading a book of my choice. As I read I will identify character traits and capture thinking in a notebook.**  **Homework: Read at least 20 minutes a night. Jot down character traits** | **I can:**  **Read with theories of character in mind. Reevaluate and revise thinking about characters’ traits, supporting the new thinking with text evidence.**  **Homework: Read at least 20 minutes. Create a notebook page with your thoughts about characters. Put your thoughts into a diagram, sketch, timeline, etc.** | **I can:**  **Continue to reevaluate and revise thinking about characters’ traits, supporting the new thinking with text evidence.**  **Homework: Read 20 minutes a night** | **I can:**  **Reading Interest Inventory**  **Homework: Read 20 minutes** |
| **Rotation** | Library | Art | Computer | Music | PE |

**Reading Workshop Standards:** NOTE HIGHLIGHTED

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| • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)  • Examine a grade-appropriate literary text by providing an objective summary and determine a theme of a text and how it is conveyed through particular details. (RL.6.2)  • Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)  • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone. (RL.6.4)  • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)  • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.6.10) |
| • Engage effectively in a range of collaborative discussions that are one-on-one, in groups, and teacher-led, with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1)  • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1.A)  • Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL.6.1.B)  • Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL.6.1.C)  • Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1.D)  • Interpret information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) and explain how it contributes to a topic, text, or issue under study. (SL.6.2)  • Describe precisely a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)  • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)  • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6) |

**Word Study Standards:** NOTE HIGHTLIGHTED

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| • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies. (L.6.4)  • Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4.A)  • Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (L.6.4.B)  • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.6.4.C)  • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.6.4.D)  • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. (L.6.5)  • Interpret figures of speech (e.g.,extended metaphor, personification) in context. (L.6.5.A)  • Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5.B)  • Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, unwasteful, thrifty). (L.6.5.C)  • Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) |
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