**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 - 8:50Word StudyIndependent Reading8:50 - 9:25Intervention9:25-10:05 Rotation10:05 - 10:25 Recess10:25 - 11:24 First Period11:24 - 12:19 Second Period12:19 - 1:00Third Period1:00 - 1:40Lunch/Recess1:40 - 1:53Third Period1:53 - 3:00Fourth 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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