

## Sarah Beesley's Lesson Plans

### Reading Intervention (6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade)

#### Week of October 22–26, 2018

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday October 22, 2018 1 Silent Reading /Reading Logs 2 Vocabulary: The Elements of Plot 3 The Brand New Kid: Sequencing	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SWBAT determine the meaning of 5 words and phrases (RI.6.4) as related to the elements of plot.	I can orally sequence the events from <i>The Brand New Kid</i> as related to the elements of plot with my A/B partner.
Academic Vocabulary: Exposition, Rising Action, Climax, Falling Action, Resolution, Plot, Elements, Episodes			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Tuesday October 23, 2018 1 Silent Reading/ Reading Logs 2 Finish The Brand New Kid Plot Diagram/Discussion from Monday	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves towards a resolution.	SWBAT <u>apply</u> what they have learned about how a story's plot unfolds in a series of episodes (RL.6.3) using the filmstrip graphic organizer on The Brand New Kid to convert these 8 events to the proper plot element based on the characteristics of each element.	I can orally justify why "The kids at school questioned Ellie for playing with Lazlo" is the Climax of <i>The Brand New Kid</i> in a discussion with my table.
Academic Vocabulary: Exposition, Rising Action, Climax, Falling Action, Resolution, Plot, Elements, Episodes			
<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday October 24, 2018 1 Silent Reading/Reading Logs	<h2 style="margin: 0;">ELA Dept. Meeting</h2> <h2 style="margin: 0;">Sub Plans</h2> <h2 style="margin: 0;">Left for guest teacher</h2>		
Academic Vocabulary			

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday October 25, 2018 1. Silent Reading & Reading Logs 2. Plot Elements GO	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves towards a resolution.	SWBAT <u>apply</u> what they have learned about how a story's plot unfolds in a series of episodes (RL.6.3) using the filmstrip graphic organizer on <i>The Brand New Kid</i> to convert these 8 events to the proper plot element based on the characteristics of each element.	I can orally justify why "The kids at school questioned Ellie for playing with Lazlo" is the Climax of <i>The Brand New Kid</i> in a discussion with my table.

Academic Vocabulary: Exposition, Rising Action, Climax, Falling Action, Resolution, Plot, Elements, Episodes

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday October 26, 2018 1. Book Check-Out 2. Silent Reading/Reading Logs 3. Catch Up On Missing/Late Work from this Week	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can understand what the text says explicitly as well as inferences drawn from the text by visualizing as I read and recording my findings using a graphic organizer.	I can orally describe "the movie I made in my mind" as I read my leveled book.

Academic Vocabulary: Explicit Text, Implicit Text