

## Sarah Beesley's Lesson Plans

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

**Week of November 26, 2018–November 30, 2018**

| <i>Date/Agenda</i>  | <i>CCSS</i>   | <i>Content Objective</i>  | <i>Language Objective</i>   |
|---|---|---|---|
| Monday<br>November 26, 2018<br>1 Silent Reading /Reading Logs<br>2 3 Little Pigs<br>3 GO 3 Little Pigs  | RL.6.3<br>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution | SWBAT describe how <i>The Three Little Pigs</i> unfolds in a series of episodes using a graphic organizer.  | I can orally retell <i>The Three Little Pigs</i> with my A/B partner.   |
| Academic Vocabulary: Plot, episodes<br>Text Specific Vocabulary: budge, conversation, decided, exhaled, inhaled, ravenous, sobbed, trembeled                  |   |   |   |
| <i>Date/Agenda</i>  | <i>CCSS</i>   | <i>Content Objective</i>  | <i>Language Objective</i>   |
| Tuesday<br>November 27, 2018<br>1 Silent Reading/ Reading Logs<br>2 Read: <i>Two Pigs, a Wolf, and a Mud Pie</i>  | RL.6.3<br>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution | SWBAT describe how <i>Two Pigs, a Wolf, and a Mud Pie</i> unfolds in a series of episodes and compare to <i>The Three Little Pigs</i> using a Collins Type 2. | I can orally explain similarities and differences between <i>The Three Little Pigs</i> and <i>Two Pigs, a Wolf, and a Mud Pie</i> in a class discussion.  |
| Academic Vocabulary: episodes, plot<br>Text Specific Vocabulary: craving, discovery, stupendous, interrupts   |   |   |   |
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| Wednesday<br>November 28, 2018<br>1 Silent Reading/Reading Logs<br>2 Controversial Situations in <i>Two Pigs, a Wolf, and a Mud Pie</i><br>3 Argument Writing | W.6.1<br>Write arguments to support claims with clear reasons and relevant evidence.  | SWBAT write an argument of a controversial topic from <i>Two Pigs, a Wolf, and a Mud Pie</i> using clear reasons and relevant evidence.                       | I can orally discuss "controversial" situations from <i>Two Pigs, a Wolf, and a Mud Pie</i> in order to brainstorm a list of topics to choose from for my personal writing (content objective). |
| Academic Vocabulary: argument, reasons, evidence<br>Text Specific Vocabulary: N/A   |   |   |   |

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|---|---|---|---|
| Thursday<br>November 29, 2018<br>1. Silent Reading & Reading Logs<br>2. Argument Writing- Continued<br>3. A/B Partner Discussions | W/61<br>Write arguments to support claims with clear reasons and relevant evidence. | SWBAT write an argument of a controversial topic from <i>Two Pigs, a Wolf, and a Mud Pie</i> using clear reasons and relevant evidence. | I can orally share my argument/reasons with my A/B partner. |

Academic Vocabulary: argument, reasons, evidence  
 Text Specific Vocabulary: N/A

| <i>Date/Agenda</i>  | <i>CCSS</i>  | <i>Content Objective</i>  | <i>Language Objective</i>   |
|---|--|---|---|
| Friday<br>November 30, 2018<br>1. Book Check-Out<br>2. Silent Reading/Reading Logs<br>3. Exact Path | RL.6.10<br>By the end of the year, read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiency, with scaffolding as needed at the high end of the range. | SWBAT check out and read a book at their level in order to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band, by the end of the year. | I can write to summarize what I have read in my leveled reading book. |

Academic Vocabulary: N/A