

# Mrs. Beesley's Lesson Plans for Reading Intervention

*Week of Monday, December 2, 2019*

| Date/Agenda  | CCSS  | Content Objective  | Language Objective   |
|--|---|--|--|
| <p><b>Monday<br/>December 2, 2019</b></p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/<br/>Reading Logs</li> <li>3. Read Aloud: Front Desk</li> </ol>                              | <p>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 proficiently, with scaffolding as needed at the high end of the range</p> | <p>SWBAT understand a book at their level (with the goal of being in the 6-8<sup>th</sup> grade text complexity band) by reading and then writing a three-sentence summary (type 2) in my reading log.</p> | <p>I can orally justify my book choice by showing that my book fits into my Lexile range.</p> <p>Example "My book is a _____ Lexile Level and my Lexile Range is _____."</p> |
| <p><b>Academic Vocabulary:</b> Lexile Level.</p>   |   | <p><b>Text Specific Vocabulary:</b> Varies by student</p>  |  |
| <p><b>Tuesday<br/>December 3, 2019</b></p> <ol style="list-style-type: none"> <li>1. Silent Reading/<br/>Reading Logs</li> <li>2. Quiz: Main Idea</li> <li>3. Front Desk Read Aloud</li> <li>4. Dear Diary G.O.</li> </ol> | <p>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.</p>                                    | <p>SWBAT create a diary entry about an event from <i>Front Desk</i> written by Mia using a graphic organizer and details from the story.</p>   | <p>SWBAT listen to <i>Front Desk</i> in order orally give examples of what Mia may choose to write in her diary about based on the events from today's reading.</p>          |
| <p><b>Academic Vocabulary:</b> main idea, central idea, summary</p>  |   | <p><b>Text Specific Vocabulary:</b> monarchy, Separatists, suffer, hunger, illness,</p>  |  |

# Mrs. Beesley's Lesson Plans for Reading Intervention-Continued

*Week of Monday, December 2, 2019*

| Date/Agenda  | CCSS   | Content Objective  | Language Objective   |
|--|--|--|--|
| <p><b>Wednesday<br/>December 4, 2019</b></p> <ol style="list-style-type: none"> <li>1. Book Check Out</li> <li>2. Silent Reading/<br/>Reading Logs</li> <li>3. Leveled Article:<br/><i>The History of<br/>Gingerbread</i></li> </ol> | <p>RI.6.2<br/>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>  | <p>SWBAT understand what is presented in <i>The History of Gingerbread</i> in order to provide text evidence for 4 questions about explicit and implicit key ideas and details.</p>  | <p>SWBAT orally defend why they chose a particular sentence as the main idea with their A/B partner.</p> |
| <b>Academic Vocabulary:</b>  |  | <b>Text Specific Vocabulary:</b>   |  |
| <p><b>Thursday<br/>December 5, 2019<br/>Family Fun Night<br/>5:30-8</b></p> <ol style="list-style-type: none"> <li>1. Silent Reading/<br/>Reading Logs</li> <li>2. Exact Path</li> </ol>   | <p>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.</p> | <p>SWBAT demonstrate knowledge by reading and comprehending literature in the grades 6-8 text complexity band by working in exact path at their level to move closer to mastery of grade level material for a minimum of 20 minutes.</p> | <p>I can write to summarize what I have read in my leveled reading book.</p>                             |
| <b>Academic Vocabulary:</b>  |  | <b>Text Specific Vocabulary:</b>   |  |

**Friday  
December 6, 2019**

1. Silent Reading/  
Reading Logs
- 2.

**Academic Vocabulary: N/A**

**Text Specific Vocabulary: N/A**