

# Sarah Beesley's Lesson Plans

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

**Week of December 17, 2018– December 21, 2018**

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Monday December 17, 2018 1 Silent Reading /Reading Logs 2 Snowball Writing	<u>CCSS-ELA-</u> <u>LITERACY/W63</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	SWBAT CREATE a narrative based on a given picture making sure to introduce setting, at least one character, and begin the plot for the next character. Then, students will crumple their paper and have a "snowball fight" Students will choose a new snowball and continue the story from the previous writer. (There will be 3 writers in all, the third writer will resolve the conflict of the story and bring it to a close)	SWBAT orally read the collaborative story that they first wrote with their A/B partner.

Academic Vocabulary: character, setting, plot, conflict, ending  
 Text Specific Vocabulary: N/A

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Tuesday December 18, 2018 1 Silent Reading/ Reading Logs 2 NewsELA article: The Science of Snowflakes	RI.6I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SWBAT cite textual evidence to support analysis of what <i>The Science of Snowflakes</i> says explicitly as well as inferences from the text by creating snowflake cutouts and writing snowflake characteristics (from the article) on the snowflake	I can orally explain the evidence I have provided on my snowflake in a whole class discussion

Academic Vocabulary: episodes, plot  
 Text Specific Vocabulary: companion, route, "ups and downs", "twists and turns", Point of view

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Wednesday December 19, 2018 1 Silent Reading/Reading Logs 2 The Polar Express 3 Alternate Ending	<u>W63</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	SWBAT write a narrative to develop imagined experiences as an alternate ending of <i>The Polar Express</i> using effective technique, relevant descriptive details, and well-structured event sequences	I can orally share my alternate ending to The Polar Express with the class

Academic Vocabulary: narrative, effective technique, descriptive details, event sequences  
 Text Specific Vocabulary: insisted, hissing, conductor, outstretched, nougat, barren, pranced, lurch

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Thursday December 20, 2018 1 Silent Reading & Reading Logs 2 <i>The Polar Express</i> Movie 3 Venn Diagram Book Vs Movie	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch	SWBAT compare and contrast the experience of reading <i>The Polar Express</i> to watching it by completing a Venn Diagram	SWBAT orally discuss what they “see” and “hear” in the Polar Express Book vs Polar Express movie in a whole class discussion

Academic Vocabulary: compare, contrast, story, drama, poem, see, hear  
 Text Specific Vocabulary: insisted, hissing, conductor, outstretched, nougat, barren, pranced, lurch

<i>Date/Agenda</i>	<i>CCSS</i>	<i>Content Objective</i>	<i>Language Objective</i>
Friday December 21, 2018 1 Silent Reading/Reading Logs 2 <i>The Polar Express: Movie</i>  Lip-Sync Battle/Talent Show 5 <sup>th</sup> and 6 <sup>th</sup> Hour	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch	SWBAT compare and contrast the experience of reading <i>The Polar Express</i> to watching it by completing a Venn Diagram	SWBAT orally discuss what they “see” and “hear” in the Polar Express Book vs Polar Express movie in a whole class discussion

Academic Vocabulary: compare, contrast, story, drama, poem, see, hear  
 Text Specific Vocabulary: insisted, hissing, conductor, outstretched, nougat, barren, pranced, lurch