|  |  |
| --- | --- |
| Weeks Of: | 4/8/19 – 4/19/19 |
| Objective(s): | RL.6.1. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Use of Post-it Notes to teach this strategy, as well as double-sided journal entries in the “Curtis” chapter of SeedfolksStudents will also record events, as well as figurative language in the chapters. Evidence, inference, and analysis will be recorded as students read. 100% of students will document analysis while reading. Sheets will be collected and graded as part of the writing grade.  * [RL.6.3](http://www.corestandards.org/ELA-Literacy/RL/6/3/) 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. “Curtis” in *Seedfolks* * [*W.6.1*CCSS.ELA-LITERACY.](http://www.corestandards.org/ELA-Literacy/W/6/1/) [CCSS.ELA-LITERACY.W.6.1.A.](http://www.corestandards.org/ELA-Literacy/W/6/1/)   Write arguments to support claims with clear reasons and relevant evidence.  [CCSS.ELA-LITERACY.W.6.1.B](http://www.corestandards.org/ELA-Literacy/W/6/1/b/)   * Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.   Students will write short answer responses, analyzing characters, traits, and themes in Seedfolks. Curtis as practice and then an open-ended character of their choice.  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* [.RL.6.2CCSS.ELA-LITERACY.RL.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/) Determine a theme or 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. quotes and poem do nows  * [CCSS.ELA-LITERACY.RL.6.4](http://www.corestandards.org/ELA-Literacy/RL/6/4/)   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 tone vocabulary and figurative language in Seedfolks  [CCSS.ELA-LITERACY.RL.6.6](http://www.corestandards.org/ELA-Literacy/RL/6/6/)   * L.6.1. Students will identify and edit grammatical and spelling errors through the use of Daily Oral Lanuage sentences. Students will summarize the skills they must now place in their own writing to 90% accuracy. * Explain how an author develops the point of view of the narrator or speaker in a text.   [CCSS.ELA-LITERACY.RL.6.5](http://www.corestandards.org/ELA-Literacy/RL/6/5/)   * 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. Within “Wendell” of *Seedfolks* and within “Leona” |
| Purpose: | Students will learn new academic vocabulary words and will be assessed on the past two weeks’ words; students will focus on anlyzing text for characteristics, themes, and inferences. |
| Assessment(s): | Vocabulary formative assessment; Short-answer formative assessment |
| Core Content Standards: | L.6.1, RL.6.1, RL 6.2, W6.1, |

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | April 8  Do Now: Using Post-its in Seedfolds   * Reading aloud- modeling post-it noting and close reading in Seedfolks with Curtis   old Curtis versus the new Curtis   * Pairs continue post-it noting for thoughts on the Old Curtis versus the new Curtis. |  | complete Scope article and close reading due Friday (Audio is available online within the Scope site: code: Botvinick6)  Independent reading- 3x/week |
| Tuesday | April 9   1. Do Now: Look at these possible categories for post-it notes. Which of these have you used? Star them. Which of these might you use? Star them. 2. Model reminder of our post-it noting. Model use of the double-sided journal entry as a way to organize the writing. 3. Continue reading and post-it noting, picking up from yesterday with your partner, analyzing particularly for Old Curtis vs. New Curtis (See Model) 4. Place your post its for the old Curtis on the Double-sided journal entry and site the page number you found it on (see Model). Place your post its for the new Curtis on the Double-sided journal entry and site the page number you found it on (see Model).   5. Google Classroom- short answer writing-  Focus on topic sentence, details, and exact language in Curtis- Explain how Curtis changes.  6. Formative Assessment: Kahoot: assessment: signs of Old Curtis, Signs of New Curtis, exact language as a sign of old Curtis | Some students will be working with the text, post-it noting, while others may move on to the writing portion today. | complete post-it noting and double-sided journal work. Students who are ready may work on short-answer response in Classroom or by hand. Tomorrow we will complete our writing on Classroom. work on short answer response for twenty minutes at home. Classroom. Those who do not have access, can complete the rest of the answer by hand in packet. |
| Wednesday | April 10   1. Students to complete Curtis short answer 2. Black Beauty given to those students in purple 3. Maricela (Seedfolks)  * Character hot seat |  | Differentiated hw: Black Beauty versus Curtis  Seedfolks reading and short answers  Leona reading and page |
| Thursday | April 11  DOL- #1-Grammar rules  Do Now: Find a simile and a metaphor on the page  Figurative language: simile, metaphor: in Seedfolks  Read Florence and search for figurative language- use a post-it note strategy:  model Think Aloud  Florence |  | Differentiated hw  Seedfolks reading |
| Friday | April 12   * Focus on tone and mood--as well as on internal/external conflict * Seedfolks assessment- short answer assessment: How has the community of Cleveland changed because of the garden? |  | Differentiated hw  Seedfolks reading |

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | April 15th  Do Now: Learn Monkey’s Paw vocabulary  Tone and Mood- review- with “The Monkey’s Paw”- audio adaptation |  | Draw the figurative language |
| Tuesday | April 16th   * Seedfolks assessment- short answer assessment: How has the community of Cleveland changed because of the garden? |  | No hw |
| Wednesday | April 17th  Seedfolks write point of view chapters |  | No hw |
| Thursday | April 18th  We will create class Facebook pages!  Facebook page- write from the character you have been assigned’s point of view- respond to three other characters. Use the book as your basis. |  | Differentiated hw  Seedfolks reading and short answers |
| Friday | April 19th  No School |  |  |