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| ***March 23-27*** | | | | | | | |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Inferences and/or Literary Tools** | See Mrs. Havrevold’s link to access Reading assignments: <https://mrshavrevoldsclassroom.weebly.com/> | Mr. Bahnson’s e-mail:  bahne.bahnson@k12.sd.us |  |  |  |
| **Objective** | Students will expand their understanding of inferences, literary tools, and analogies appropriate to 6th grade. | Same as Monday | Same as Monday | Same as Monday | Same as Monday |
| **Assessment** | Daily review of prior days word and weekly quiz. |  |  |  |  |
| **Standards covered** | 6.L.4 | | | | | |
| **Poetry** | Oranges lines 29-30 | Oranges lines 31-34 | Oranges 35-40 | Oranges 41-46 | Oranges lines 47-51 |
| **Objective** | Students will read and memorize poetry; analyzing the impact of specific word choice and tone. **Inferences** combining student knowledge with the facts presented | Students will develop understanding of rhyme pattern. **Inferences** interpreting the facts | Students will develop understanding of poetry’s relationship to human senses. **Inferences** interpreting the facts | Students will recognize meter pattern in poetry. **Inferences** interpreting the facts | Students will recite poetry using appropriate eye contact, adequate volume, and clear pronunciation **Inferences** interpreting the facts |
| **Assessment** | Daily journal; periodic opportunity to recite for extra credit |  |  |  |  |
| **Standards covered** | 6.RL.3 | | | | | |
| **Specials** |  |  |  |  |  |
| **Nonfiction-Pairs reading-Benchmark Literacy** | Magazine Summary | Benchmark; Democracy pgs. 14-17 | Democracy pgs. 18-21 | Newspaper Summary | Chess  Comics  Dictionary |
| **Objective** | Students will read nonfiction, informational text using RACE to document research adeptness and understanding. | Students will cite textual evidence to support analysis of what text says explicitly. | Students will determine the central idea of a text and how it is conveyed through particular details. | Students will analyze how a key idea is introduced, illustrated, and elaborated in the text. | Students will provide a summary of the text distinct from personal opinions and judgments. |
| **Assessment** | Daily journal writing of 3-4 sentences with relevant citations. | RACE answer | RACE answer | RACE answer | RACE answer |
| **Standards covered** | 6.RI.1 | | | | | |
| **11:50–12:10** | **RECESS** | **RECESS** | **RECESS** | **RECESS** | **RECESS** |
| **12:15–12:35** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| **Independent read/AR** | Library trip-check out books, renew, take AR tests and read. | Read AR books… |  |  |  |
| **Objective** | Students will read for enjoyment; vicarious experience; self-awareness; understanding issues; and aesthetic appreciation | Students will read 11 minutes for enjoyment | Independent read 11 minutes for vicarious experience | Independent read 11 minutes self-awareness | Independent read 11 minutes for knowledge acquisition |
| **Assessment** | Daily pages read log; A/R testing; Students will log in their reading notebook the “central idea” discovered in the pages read for the day. | Log the central idea | Log the central idea | Log the central idea | Log the central idea |
| **Standards covered** | RL.1-8 & RI.1-10 | | | | | |
| **Teacher Read aloud** | Library | Lawnboy continued  Discuss daily reading-Setting, Character | Discuss daily reading-Point of View-1st person | Discuss daily reading-Point of View-3rd person | Discuss dialogue |
| **Objective** | Students will identify exposition (setting, characters, and point of view) | Students will identify conflict(s), sequence of events | Students will identify central idea | Students will identify and discuss character, setting, and theme | Students will identify and discuss character setting and theme |
| **Assessment** | Group discussion/interaction |  |  |  |  |
| **Standards covered** | RI.1-8 & RSL.1-6 | | | | | |
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| **Novel/Group/Fiction** | Group Discussion : New novels Freak the Mighty; Someone was Watching; Swindle; Midwife’s Apprentice | Freak group discussion | Someone group discussion | Swindle group discussion | Midwife group discussion |
| **Objective** | Students will read and discuss character development-round and flat characters | Students will identify figurative language-onomatopoeia | Students will identify hyperbole and symbolism | Students will identify personification and irony | Students will identify simile, metaphor and setting and atmosphere |
| **Assessment** | Study guide and tests |  |  |  |  |
| **Standards covered** | RL.1-8 & SL.1-6 | | | | | |
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