

Brandon Valley School District
District Learning Plan
March 16-19, 2020

Grade 6 ELA



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Team Meeting

SUBJECT/GRADE: ELA 6

DATES: March 16 - 19, 2020



What do students need to do?	For ELA this week, you will complete a team meeting. You will read 50-80 pages and finish the team meeting questions (choose 5) and vocabulary words. <u>Monday (3/16):</u> Read half of your pages and your first question in paragraph format.. <u>Tuesday (3/17):</u> Read the other half of your pages and answer two questions in paragraph format. <u>Wednesday (3/18):</u> Answer your fourth question in paragraph format and complete one vocabulary square. <u>Thursday (3/19):</u> Answer your final question in paragraph format and complete the second vocabulary square.
What do students need to bring back when school resumes?	<ul style="list-style-type: none"> ● completed team meeting questions ● completed team meeting vocabulary words ● be prepared for your group discussion when returning to school ● Collections workbook
What standards do the lessons cover?	<ul style="list-style-type: none"> ● 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. ● 6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● 6.RL.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. ● 6.RL.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 ● 6.RL.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
What materials do students need? What extra resources can students use?	<ul style="list-style-type: none"> ● team meeting questions ● team meeting vocabulary word template ● independent reading book
What can students do if they finish early?	<ol style="list-style-type: none"> 1. Practice for the state assessment https://login10.cloud1.tds.airast.org/student/V388/Pages/LoginShell.aspx?c=SouthDakota_PT 2. newsela.com (choose any articles to read)

Who can we contact if we have questions?	Mrs. Schwebach sharon.schwebach@k12.sd.us Mrs. Grieve tami.grieve@k12.sd.us Ms. Rivers katie.rivers@k12.sd.us Mrs. Reinschmidt lisa.reinschmidt@k12.sd.us Mrs. Sports wendy.sports@k12.sd.us Mrs. Manitz christine.manitz@k12.sd.us Mrs. Kloth janna.kloth@k12.sd.us Ms. Murtha christine.murtha@k12.sd.us Mrs. Brown julie.brown@k12.sd.us
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Notes:

QUESTIONS

A. Choose 5 of the numbers from below and answer ALL the questions from the number. Answer in COMPLETE SENTENCES using at least 1 paragraph!

1. What is the title of your book?
 - Why did the author choose this for the title?
 - Explain the part in the book where the author came up with the title.
 - What could a different title be for your book? Explain why.

2. What passages in your book stuck out to you?
 - Summarize the scenes. Include page numbers.
 - Why did they stick out to you?

3. Describe a main character in the book.
 - Use character traits from your character trait sheet.
 - Explain a situation from your book where they used these traits.
 - Why or why not would this character make a good friend? Give specific examples.

4. What character do you like the most?
 - Give specific reasons and examples why.

What Character do you like the least?

 - Give specific reasons and examples why.

5. What connections did you make to your reading?
 - Was it a **text to text**, **text to world**, or **text to self-connection**?
 - Explain the connection in detail.
 - How did the connection **help you understand** what you read?

6. What were **two things you were wondering** about as you read the book?
 - Explain why you were wondering this and the scene that made you wonder.

7. What do you **predict will happen next**?
 - What **proof from the book** can you base your prediction on?

8. What other books by **this author** have you read? (You can only answer this question if you have read other books by the author.)
 - Is this book as good or better than the other ones written by this author?
 - Would you read another book by this author? Why or why not? Be specific with an answer.

9. What **part** of the book so far has **made you feel sad, happy, curious, or angry**?
 - Explain the scene and tell **specifically why** it made you feel this way.

10. How would you **improve the book** so far? **Be specific** with your improvements.
 - Why do you think **these improvements** would **make the book better**?

11. **Make a mini Story Map.**
 - Include: Title, Author, Important Characters, Setting, rising action, climax, and falling action.

12. If your book would be **made into a movie**, what **specific changes** would you hope for or make to make the book better?
 - What would you hope they would **keep the same**?
 - Be specific with your answers.

13. Make a **playlist of songs** that would go with this book.
 - You will need at least **5 songs**
 - You will need to say why you picked those songs and what part of the book the songs match to.

Page # _____

What It Is	Why It Is Important	Picture	Sentence using context clues	Word
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Page # _____

What It Is	Why It Is Important	Picture	Sentence using context clues	Word
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Reading Team Meetings

Student Name: _____

CATEGORY	10	7	4	1
Prepared	<p>I am:</p> <ul style="list-style-type: none"> prepared with my book read an appropriate amount over the time period given completed two vocabulary models answered 5 questions 	<p>I am:</p> <ul style="list-style-type: none"> prepared with my book read a small amount over the past week partially completed vocabulary answered only 3 questions 	<p>I:</p> <ul style="list-style-type: none"> do not have my book read a small amount over the past week partially completed vocabulary answered only 1 or 2 questions 	<p>I:</p> <ul style="list-style-type: none"> do not have book have not read over the past week am not completed with vocabulary am not completed with the questions
Comprehension	<p>I:</p> <ul style="list-style-type: none"> understand entire story (or what has been read so far)-able to tell about the book in a manner that other people understand accurately answered all questions related to book fully explained the answers to 5 questions on back of question sheet answered questions with complete sentences restated the questions as statements (very clear) 	<p>I:</p> <ul style="list-style-type: none"> understand most of story (or what has been read so far)-mostly able to tell about the book in a manner that other people understand accurately answered most questions related to book mostly explained the answers to 5 questions answered questions with complete sentences restated most questions as statements 	<p>I:</p> <ul style="list-style-type: none"> understand a little of story (or what has been read so far)-have a hard time telling about the book, so other people understand answered some questions related to book somewhat explained the answers to 5 questions answered some questions with complete sentences restated some questions as statements 	<p>I:</p> <ul style="list-style-type: none"> have trouble understanding or remembering most parts of the book-other people cannot understand what the book is about did not answer the questions that people asked in an understandable way did not write answers to questions in an understandable way did not answer questions with complete sentences
Respects Others	<p>I listened quietly, did not interrupt, and stayed in assigned place without distracting fidgeting. There were no distractions with pens, pencils, or other items in hands and I was sitting up focusing on the speaker.</p>	<p>I listened quietly and did not interrupt. I moved a couple of times but did not distract others. I was mostly focusing on the speaker.</p>	<p>I interrupted once or twice but comments were meaningful to story. I have items in hand and are distracting others in group. I focused on speaker once in a while.</p>	<p>I interrupted often by whispering, making comments or noises that distract the other group members. I am always distracting others with pen, pencil, or other items and am rarely focused on the speaker.</p>
Participates Willingly	<p>I routinely volunteered answers to questions and willingly tried to answer questions I was asked.</p>	<p>I volunteered once or twice and willingly tried to answer all questions I was asked.</p>	<p>I did not volunteer answers but willingly tried to answer questions I was asked.</p>	<p>I did not willingly participate.</p>
Vocabulary	<p>I chose two vocabulary words:</p> <ul style="list-style-type: none"> had page numbers wrote what it is very neatly wrote why it is important in the story wrote a complete sentence using context clues VERY NEATLY (not the definition) to help the reader know what the word means drew a picture about the word and was very creative 	<p>I chose two vocabulary words:</p> <ul style="list-style-type: none"> had page numbers wrote what it is important in the story wrote a complete sentence using context clues to help the reader know what the word means (may be missing a period) drew a picture about the word 	<p>I chose one vocabulary words:</p> <ul style="list-style-type: none"> did not have page numbers wrote what it is important in the story wrote a complete sentence using context clues to help the reader know what the word means (may be missing a period) drew a picture about the word 	<p>I chose one vocabulary words:</p> <ul style="list-style-type: none"> Only has words in blanks
AR Test	<p>I passed the AR test with missing 0-1 questions (10 pts)</p>	<p>I passed the AR test with missing 2-3 questions (7 points)</p>	<p>I had trouble with my AR test, missing 4-5 questions (4 points)</p>	<p>I did not pass my AR test. (1 point)</p>