**Reading Street- September**

**Schedule**

* September 3, 2012
  + **Fifth and Sixth Grade- Red Kayak**
  + **Vocabulary:**
    - Terrified
    - Treacherous
    - Bravery
    - Heroine
* September 10, 2012
  + **Fifth and Sixth Grade-** Red Kayak
  + **Question of the Week:** What inspires people to act courageously?
  + **Strategy:** Click or Clunk
  + September 17, 2012
    - **Fifth and Sixth Grade-** Thunder Rose
    - **Vocabulary:**
      * Roaring
      * Stationed
      * Meterorologist
      * Twister
* September 24, 2012
  + - **Fifth and Sixth Grade-** Thunder Rose
    - **Question of the Week:** How can nature challenge us?
    - **Strategy:** One Sentence Summary

**Reading Street- October**

**Schedule**

* **October 1, 2012**
  + - **Fifth and Sixth Grade-** Island of the Blue Dolphins
    - **Vocabulary:** Given a vocabulary word and four definitions, students will select the correct definition of the word 100% of the time.
      * Lair
      * Ravine
      * Gnawed
      * Shelfish
* **October 8, 2012**
  + - **Fifth and Sixth Grade-** Island of the Blue Dolphins
    - **Question of the Week:** How do people survive in the wilderness?
  + **Strategy:** Given an unknown word, the student will find the vowel sounds, chunk the sounds, and blend the sounds into a real word.
* **October 15, 2012**
  + - **Fifth and Sixth Grade-** Satchel Paige
    - **Vocabulary:** Given a vocabulary word and four definitions, students will select the correct definition of the word 100% of the time.
      * Confidence
      * Mocking
      * Weakness
      * Unique
* **October 22, 2012**
  + **Fifth and Sixth Grade-** Satchel Paige
  + **Question of the Week:** How do we face personal challenges?
  + **Strategy:** Given a text, students will ask questions about their reading with support and be active readers 100% of the time.
* **October 29, 2012**
  + - **Fifth and Sixth Grade-** Ten Mile Day
    - **Vocabulary:** Given a vocabulary word and four definitions, students will select the correct definition of the word 100% of the time.
      * Previous
      * Prying
      * Deafening
      * Lurched

**Reading Street- November**

* **November 5, 2012**
  + **Fifth and Sixth Grade-** Ten Mile Day
  + **Question of the Week:** What challenges to immigrants encounter?
  + **Strategy:** Identifying literary elements by completing a [story map](http://www.teacherspayteachers.com/Product/Story-Map-Printable) that includes characters, setting, problem, and solution with 100% accuracy.
* **November 12, 2012**
* **Fifth and Sixth Grade-** At the Beach
  + - Vocabulary: Given a vocabulary word and four definitions, students will select the correct definition of the word 100% of the time.
      * Tweezers
      * Concealed
      * Sternly
      * Lamented
* **November 19, 2012**
  + **Fifth and Sixth Grade-** At the Beach
  + **Question of the Week:** Why is honesty important?
  + **Strategy:** Identifying literary elements by completing a [story map](http://www.teacherspayteachers.com/Product/Story-Map-Printable) that includes characters, setting, problem, and solution with 100% accuracy.

**Monday- Week 1 on the Story**

* Write new vocabulary words on index cards.
* Think aloud with students and guide them through breaking the first word apart into the prefix, suffix, root word, syllables, etc. Then have them say the word aloud.
* Have students write it down on their vocabulary squares.
* Say what it means. Have students write what it means.
* Use it in a sentence aloud and have students fill in the missing word.
* Have students use it in a sentence to a friend.
* Have students draw a picture of an example and of a non-example
* Repeat these steps with half the words words.
* Have students read the short passage that introduces the new words.
* Lay out all cards on the table and say “I’m looking for a word that means…” and have students slap the correct card.
* Ask students to tell you what they learned today.

**Tuesday: Week 1 on the Story**

* Finish 2nd half of vocabulary squares.
* Vocabulary Tic Tac Toe- Have the students draw a tic tac toe board on a sheet of paper. Students must use the word in a sentence before they can add their mark to the board.

**Wednesday: Week 1 on the Story**

* Vocabulary Pyramid- Pull out vocabulary words and have two students face away from you while one student faces towards you. Have the student facing towards you look at the vocabulary card you’re holding up and have him explain it to his friends without using the word. See how long it takes for his friends to guess all the words. Switch so everyone has a turn to guess and to explain the words.

**Thursday: Week 1 on the Story**

* Vocabulary charades- Have students act out a vocabulary word from the story and have other students guess what it is.

**Friday: Week 1 on the Story**

* Ask students to create a short skit using the vocabulary words of the week. The skit must be written and the words underlined.

**Monday: Week 2 on the Story**

* Ask question of the week and discuss.
* Read the story aloud to students stopping after each page to check for understanding using click or clunk and have students give you a one sentence summary. Also stop to ask questions periodically.
* Ask students to tell you what they learned today.

**Tuesday: Week 2 on the Story**

* Have students read the story aloud making sure to stop after each page to check for understanding using click or clunk and have students give you a one sentence summary.
* Ask students to tell you what they learned today.

**Wednesday: Week 2 on the Story**

* Have students partner read the story aloud making sure to stop after each page to check for understanding using click or clunk and have students give you a one sentence summary.

**OR**

* Play The Crazy Professor Game

**Thursday: Week 2 on the Story**

* Fill out the beginning, middle, and end graphic organizer.
* Have a students give you a summary of the story.
* Ask the “think critically” questions and review for the test tomorrow.
* Ask students to tell you what they learned today.

**Friday: Week 2 on the Story**

* Test
* Go over test as a group. Do not tell students the answers but think aloud about each one and ask questions. Allow students to change their answer if they want. Then finally tell students the answer to that question before moving on to the next one.