Day 1
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Watch tornado YouTube videos [Tornado video 1][Tornado video 2]
2. Share information about Ivy Ruckman [Ivy Ruckman Info website]
3. Prewrite: "Would you like to be informed of a really bad day before it happens?"
4. Read “As Told by Dan Hatch”
5. Complete discussion questions and vocabulary in packet

Day 2
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “As Told by Dan Hatch”
2. Discuss vocabulary terms
3. Read “Five O’Clock”
4. Complete discussion questions and vocabulary in packet

Day 3
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “Five O’Clock”
2. Discuss vocabulary terms
3. Read “Six O’Clock”
4. Complete discussion questions and vocabulary in packet

Day 4
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “Six O’Clock”
2. Discuss vocabulary terms
3. Read “Seven O’Clock”
4. Complete discussion questions and vocabulary in packet

Day 5
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.
- RL.6.1 I can make connections to the story using textual evidence to prove the connection.
- RL.6.3 I can describe how characters respond to changes in the plot of a story
- RL.6.5 I can analyze how parts of the story contribute to the development of the theme, setting, or plot.

Directions:
1. Share responses to discussion questions from “Seven O’Clock”
2. Discuss vocabulary terms
3. Read “Eight O’Clock”

Day 6
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “Eight O’Clock”
2. Discuss vocabulary terms
3. Read “Nine O’Clock”
4. Complete discussion questions and vocabulary in packet

Day 7
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.
- I can compare and contrast characters in the story using textual evidence to prove my reasoning.

Directions:
1. Share responses to discussion questions from “Nine O’Clock”
2. Discuss vocabulary terms
3. Read “The Next Hour or So”
4. Compare/contrast 2 characters (Characters chart and hula-hoop activity with Dan and Mrs. Hatch)
5. Complete discussion questions and vocabulary in packet

Day 8
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “The Next Hour or So”
2. Discuss vocabulary terms
3. Read “Later On”
4. Complete discussion questions and vocabulary in packet

Day 9
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “Later On”
2. Discuss vocabulary terms
3. Read “Eleven O’Clock”
4. Complete discussion questions and vocabulary in packet

Day 10
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.
- RL.6.1 I can make connections to the story using textual evidence to prove the connection.
- RL.6.3 I can describe how characters respond to changes in the plot of a story
- RL.6.5 I can analyze how parts of the story contribute to the development of the theme, setting, or plot.

Directions:
1. Share responses to discussion questions from “Eleven O’Clock”
2. Discuss vocabulary terms
3. Read “Midnight”

Day 11
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “Midnight”
2. Discuss vocabulary terms
3. Read “Early Morning”
4. Complete discussion questions and vocabulary in packet

Day 12
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.

Directions:
1. Share responses to discussion questions from “Early Morning”
2. Discuss vocabulary terms
3. Read “As Remembered One Year Later”
4. Complete discussion questions and vocabulary in packet

Day 13
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.
- RL.6.1 I can make connections to the story using textual evidence to prove the connection.
- RL.6.3 I can describe how characters respond to changes in the plot of a story
- RL.6.5 I can analyze how parts of the story contribute to the development of the theme, setting, or plot.
Directions:
1. Share responses to discussion questions from “As Remembered One Year Later”
2. Discuss vocabulary terms

Day 14
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.
- RL.6.1 I can use textual evidence to make inferences.

Directions:
1. Inference: Introduction--Unpack my bag. Where am I going? How did you know?
2. Watch pixar video ONE MAN BAND VIDEO and fill out graphic organizer. Share inferences. Watch again.

Arthur, p. 120= feeling shocked, evidence= room got quiet enough to “hear a cockroach sneeze”
Dan, p. 110= feeling nervous, hands shaking
Arthur p. 69= feeling relieved because he was sobbing after Stacey told him everyone was ok
Stacey p. 71= feeling brave (stepping over the foundation and helping them out)
Practice for Assessment→ Arthur p. 56= feeling nervous AND Arthur p. 61= feeling brave
Assessment→ Dan p. 19= feeling dislike for Ryan AND Dan p. 59= feeling understanding and joy for Ryan

Day 15
Essential Learnings:
- RL.6.4 I can determine the meaning of unknown words used in a story.
- RL.6.10 I can read and comprehend 6th grade level literature.
- RL.6.1 I can make connections to the story using textual evidence to prove the connection.
- RL.6.1 I can use textual evidence to make inferences.
- RL.6.3 I can describe how characters respond to changes in the plot of a story
- RL.6.5 I can analyze how parts of the story contribute to the development of the theme, setting, or plot.
- I can compare and contrast characters in the story using textual evidence to prove my reasoning.

Directions:
1. Vocabulary test-- matching definitions, fill in the blank, write your own sentences (all with word banks)
2. Compare/Contrast-- gen ed test= 3 characters, mod. test= 2 characters
3. Inferences-- gen ed test= 1 character feeling at beginning, 1 character feeling at end, mod test= 2 characters and their feelings

Night of the Twisters
Language Arts Plans

Day 1
Objectives:

Day 2
Objectives:
Directions:
1. DOL
2. Figurative language lesson—Examples of Similes worksheet. Students draw pictures and color the similes. Flip paper over and students draw a simile of their own.

Day 3
Objectives:
Directions:
1. DOL
2. Figurative language lesson—Finish coloring drawings—Share.

Day 4
Objectives:
Directions:
1. DOL
4. If time, practice spelling & DOL for quizzes tomorrow.

Day 5
Objectives:
Directions:
1. DOL quiz
2. Spelling Final
3. Figurative language lesson—Metaphor Unscramble wkst.

Day 6
Objectives:
Directions:
1. DOL
2. Spelling Pretest using vocab. words
3. Figurative language lesson—Interactive video finding similes and metaphors in music.
   http://youtu.be/G1c6zF9aJxs

Day 7
Objectives:
Directions:
1. DOL
2. Figurative language lesson—onomatopoeia lesson Google Doc: #1-4

Day 8
Objectives:
Directions:
1. DOL
2. Figurative language lesson—onomatopoeia lesson #5-9, work on comic strips
Day 9
Objectives:
Directions:
  1. DOL
  2. Figurative language lesson-- Finish coloring comic strips and share

Day 10
Objectives:
Directions:
  1. DOL quiz
  2. Spelling Final
  3. Figurative language lesson-- HYPERBOLES! Watch video [Hyperbole video](#)
  4. Practice using [Hyperbole Worksheet](#)

Day 11
Objectives:
Directions:
  1. DOL
  2. Spelling Pretest using vocab. words
  3. Figurative language lesson-- work on hyperbole illustrations

Day 12
Objectives:
Directions:
  1. DOL
  2. Figurative language lesson-- finish hyperbole illustrations and share

Day 13
Objectives:
Directions:
  1. DOL
  2. Applying figurative language
    -[Complete Night of the Twisters figurative language worksheet](#)

Split students into 4 groups, assign each group ONE figurative language, give students time to find an example from novel, jigsaw the kids and have each one share their figurative language example with the new group, have students write down what they learned from each group member, share out as an entire class. Collect when done.

Day 14
Objectives:
Directions:
  1. DOL
  2. Figurative language review → [Figurative Language SmartBoard Lesson](#)

Day 15
Objectives:
Directions:
  1. DOL quiz
2. Spelling Final
3. Figurative language assessment→ using the ‘Figurative Language I Found’ worksheet, have students explain why each example they found from Night of the Twisters is that form of figurative language.

Unit Five- Imagine It!
Language Arts Plans (Lessons 2,4,5)

Day 1
Objectives:
Directions:
1. DOL (weeks 16-21)
2. Spelling from text
3. Grammar from text
4. Exploration of top 3 topics→ Exit slip: write 1 thing for each topic that you learned or thought was amazing.

Day 2
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text-- 4 types of sentences video HERE, sentence structure scaffolding activity HERE
4. Cause and Effect BINGO (print cards HERE)-- print to 8.5X14 paper!
5. Give each pair of students a copy of this paragraph. Have them find as many cause and effect relationships as they can. Discuss.

Day 3
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Citing your sources lesson with Ms. Kral (library)

Day 4
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Begin research using research outline

Day 5
Objectives:
Directions:
1. DOL Quiz
2. Spelling Test
3. Grammar Test
4. Continue research

**Day 6**
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Continue research

Day 7
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. How to draft using your outline mini-lesson
5. Begin writing first draft

Day 8
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Continue writing first draft

Day 9
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Continue writing first draft

Day 10
Objectives:
Directions:
1. DOL Quiz
2. Spelling Test
3. Grammar Test
4. Begin self-revisions and expert revisor checklist (peer revisions)

Day 11
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Continue revisions, begin editing

**Day 12**
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Bibliography mini-lesson
5. Begin publishing

**Day 13**
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Publish

**Day 14**
Objectives:
Directions:
1. DOL
2. Spelling from text
3. Grammar from text
4. Publish

**Day 15**
Objectives:
Directions:
1. DOL Quiz
2. Spelling Test
3. Grammar Test
4. Research paper due

Possible Research Topics:
Volcanoes
Tsunami
Floods
Thunder/Lightning
Tornadoes
Hurricane
Earthquake
Avalanche
Sinkholes