

MicroSociety 6th Grade Literacy Lesson Plan

Date: September 16 - 20

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
8:10-8:25 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	Weekly Conversations: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .
8:25-8:50 Word Study Greek/Latin Roots	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 3 Lesson: Meet the Root, page 14 Root or Base: ob-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 3 Lesson: Combine and Create, page 15 Root or Base: ob-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 3 Lesson: Read and Reason, page 16 Root or Base: ob-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 3 Lesson: Extend and Explore, page 17 Root or Base: ob-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 3 Lesson: Crossword Puzzle, page 18 Root or Base: ob-

	<p>Introduction: Teacher will model dividing words into syllables and “conquering” them by writing the meaning of the words through analyzing the prefix ob- and the base.</p> <p>Multi-sensory: Dividing the words into parts.</p> <p>Practice: Writing the meaning of prefix and using the base word to determine word meaning.</p> <p>Word Building: Writing the definition of each new word.</p> <p>Context Reading: Students will identify words during independent reading.</p>	<p>Introduction: Teacher will model words where ob- means <i>up against</i> or <i>in the way</i> and use riddles to solve for word identification.</p> <p>Multi-sensory: Cutting clues of riddles into parts and matching them with the appropriate word(s).</p> <p>Practice: Working with a partner to have each other solve a riddle by mapping out the clues.</p> <p>Word Building: Recognizing Root meaning</p> <p>Context Reading: Students will identify words during shared reading.</p>	<p>Introduction: Teacher will model reading a short passage and answering questions about words using clues in the text.</p> <p>Multi-sensory: Underlining words with the prefix ob- and responding to the questions.</p> <p>Practice: Reading a sample advice column and answering questions about underlined words..</p> <p>Word Building: Determining the meaning of words with a common prefix.</p> <p>Context Reading: Students will read focus words with prefixes in context.</p>	<p>Introduction: Teacher will model the solving of riddles that was practiced on Tuesday and then model creating riddles for two of the words covered in the week’s lesson.</p> <p>Multi-sensory: Sketching a picture for clues to the riddles.</p> <p>Practice: Working with a partner, students will create riddles of three of the five words listed. Then each student will sketch a drawing of the word for a clue.</p> <p>Word Building: Extending the word meaning into a concrete image.</p> <p>Context Reading: Students will identify words during independent reading and shared reading.</p>	<p>Introduction: Teacher will review the meaning of words with the ob- prefix.</p> <p>Multi-sensory: Identifying meanings of words and placing them in a crossword puzzle.</p> <p>Practice: Decoding and Encoding words with their meanings as a weekly post assessment.</p> <p>Word Building: Determining the precise word for its meaning.</p> <p>Context Reading: Students will choose a word to complete a sentence based on context.</p>
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<p>8:50-9:45 Reading Workshop</p>	<p><u>Standard:</u> RL. 6.1, RL.6.3, W.6.9, SL.6.1</p> <p><u>Student-Friendly Objective:</u> I will read and take notes to investigate when characters seem to act inconsistently. (Session 11 continued)</p> <p><u>Materials:</u> Anchor Chart; “The Fight”, “Thank You, Ma’am”</p> <p><u>Mini-Lesson:</u> TTW revisit another excerpt through a read aloud in order to review the steps of finding inconsistencies and thinking about the role that the setting plays.</p>	<p><u>Standard:</u> RL. 6.1, RL.6.3, W.6.9, SL.6.1</p> <p><u>Student-Friendly Objective:</u> I will trace the setting over time and investigate how the place changes and how it affects characters differently in different moments. (Session 12)</p> <p><u>Materials:</u> “Popularity” and “The Fight”; “Video Clip from “Stranger Things”; Anchor Chart on “Ways to Question the Text about Psychological Setting Changes”</p> <p><u>Mini-Lesson:</u> TTW show a video where the place changes dramatically for the characters and demonstrate an analysis of how the character experiences the setting that hasn’t changed much physically, but is changing in mood or atmosphere.</p>	<p><u>Standard:</u> R.L.6.4.,RL.6.5.,RL.6.6., SL.6.1.D, SL.6.2-3</p> <p><u>Student-Friendly Objective:</u> I will work with a partner to analyze the work my partner is trying in order to compare our writing about reading. (Session 12 continued)</p> <p><u>Materials:</u> Anchor Chart “To Investigate the Influence of Setting on Characters”; excerpts from <i>One for the Murphys</i>.</p> <p><u>Mini-Lesson:</u> TTW teach students that it’s important to stop and think about what the character is doing and ask questions like, “Why is this happening?” or “What is causing the character to act this way?”</p>	<p><u>Standard:</u> RL. 6.1, RL.6.3, R.L.6.5, W.6.9</p> <p><u>Student-Friendly Objective:</u> I will use anchor charts to think about the emotional influences of group dynamics in text. (Session 13)</p> <p><u>Materials:</u> Anchor Charts (first and second); the second half of “The Fight”</p> <p><u>Mini-Lesson:</u> TTW conduct a read aloud of a chunk of the final part of “The Fight” and stop at places to check students’ analyses. TTW demonstrate how particular groups of characters play a role in the setting (influence of group dynamics.)</p>	<p><u>Standard:</u> RL.6.3</p> <p><u>First Chapter Friday:</u> The teacher will read the first chapter of a high interest chapter book to motivate students to read independently and make good choices in book selections.</p> <p><u>Weekly Conversations</u> regarding the impact of setting, the author’s intentional use of language, and the inconsistencies of character behavior in their self-selected independent reading texts.</p> <p>Independent Reading</p> <p>Teacher will check to see if students are doing “high level” reading work in their own books.</p> <p>Running Records</p>
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	<p><u>Guided Practice:</u> Students will be guided to take a common text, such as “Thank You, Ma’am” and think about the inconsistencies of what’s going on in the inside as well externally of the characters.</p> <p><u>Independent Practice:</u> Students will create a T chart titled, “What are my character’s troubles?” and list internal and external problems from their independent reading text.</p> <p><u>Small Group Instruction:</u> Using bands of Text Complexity to introduce new reading work.</p> <p><u>Assessment:</u> T-Chart</p>	<p><u>Guided Practice:</u> Students will be guided to revisit a scene from “Popularity” and notice the changes in the setting.</p> <p><u>Independent Practice:</u> Students will imagine this work in books they are reading now or in prior books and create a visual of their character’s emotions.</p> <p><u>Small Group Instruction:</u> Conferencing or One-on-One</p>	<p><u>Guided Practice:</u> Students will be guided to stop and ask questions about important parts of the text that might lead to the understanding of the characters and/or conflicts.</p> <p><u>Independent Practice:</u> Students will read and flag pieces of text that lead to an important thought or connection that can be shared.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher Observation of flagged pieces of text</p>	<p><u>Guided Practice:</u> Students will be guided to stay alert to places identified on the anchor chart(s) and think about how characters sometimes exert an influence on a place.</p> <p><u>Independent Practice:</u> Students will create headings in their reader’s notebook and identify the dynamics of such groups as they read independently.</p> <p><u>Small Group Instruction:</u> One on one support; conferencing</p> <p><u>Assessment:</u> Teacher Observation of student notebook pages with headings: “group dynamics,” “bad apple,” and “good leader”</p>	
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<p>9:45-10:25 Activity Classes</p>	<p><u>Clayton:</u> Music</p>	<p><u>Clayton:</u> PE</p>	<p><u>Clayton:</u> Micro Time</p>	<p><u>Clayton:</u> Library</p>	<p><u>Clayton:</u> Art</p>
<p>10:25-11:25 Writer's Workshop</p>	<p><u>Standard:</u> W.6.3, L.6.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 6 when writing or speaking.</p> <p><u>Student-Friendly Objective:</u> I can use my writer's notebook to set mindful and focused goals and practice my writing skills. (Session 9 continued)</p> <p><u>Materials:</u> Anchor Chart: "How to Write Powerful Personal Narratives"; Writer's Notebook</p> <p><u>Mini-Lesson:</u> TTW teach students how to use their writer's</p>	<p><u>Standard:</u> W.6.3, L.6.2.B Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can re-angle and rewrite to convey what a story is really about. (Session 10)</p> <p><u>Materials:</u> Writer's Notebook; Anchor Chart: "How to Write Powerful Personal Narratives"</p> <p><u>Mini-Lesson:</u> TTW teach that revising means rewriting and that</p>	<p><u>Standard:</u> L.6.1, W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can imagine multiple possibilities about my new draft(s) by asking "What is my story really about?" (Session 10 continued)</p> <p><u>Materials:</u> Writer's Notebook; Anchor Chart: "How to Write Powerful Personal Narratives"</p> <p><u>Mini-Lesson:</u> TTW review the anchor chart and remind students to weave together the</p>	<p><u>Standard:</u> W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can use symbolism in writing to make my story stronger. (Session 10 continued)</p> <p><u>Materials:</u> Writer's Notebook; Anchor Chart: "How to Write Powerful Personal Narratives"</p> <p><u>Mini-Lesson:</u> TTW will model a short anecdote where literary symbolism is used.</p>	<p><u>Standard:</u> W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can use an anchor chart to help me revision my story and consider the purpose I have in telling the story.</p> <p><u>Materials:</u> Writer's Notebook; Anchor Chart: "How to Write Powerful Personal Narratives"</p> <p><u>Mini-Lesson:</u></p>

	<p>notebook as a place to deliberately practice the techniques and skills they want to see in their writing.</p> <p><u>Guided Practice</u> Students will be guided to use their own writer's notebook and all of their personal narrative drafts to practice their skills.</p> <p><u>Independent Practice:</u> Students will use their reading notebooks as a place to practice a lesson from a mentor text.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u></p>	<p>it means revisioning, not merely crossing out a line here and inserting a phrase there. TTW remind students to be guided by the question, "What is my story really about?" by drawing a simple story mountain.</p> <p><u>Guided Practice:</u> Students will be guided to think about what their stories are really about by looking at examples and having time to think about their drafts.</p> <p><u>Independent Practice:</u> Students will revisit their stories and, using a simple mountain draft, consider what their story is really about?</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Written narrative</p>	<p>internal and external conflicts as they write their stories</p> <p><u>Guided Practice:</u> Students will be guided to work with a partner and rehearse their stories in order to tell their stories with rich, meaningful detail.</p> <p><u>Independent Practice</u> Students will continue to revise and develop their stories for purpose.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Written narrative practice</p>	<p>TTW explain types of symbolism.</p> <p><u>Guided Practice:</u> Students will be guided to discuss symbolism in previous stories and their independent reading.</p> <p><u>Independent Practice:</u> Students will work with partners to share their techniques as if their stories were published mentors.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Written narrative</p>	<p><u>Guided Practice:</u></p> <p><u>Independent Practice:</u> Students will practice their writing.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Conferencing and observation</p>
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	Written narrative practice	practice		practice	
11:30-11:35 Begin 2nd Block	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
11:45-12:05 Word Study/Greek and Latin Roots	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
12:05-12:25 Reading Workshop	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

12:25-1:05
Lunch/Recess

1:10-1:45
Reading
Workshop
Continued

Same as Block 1

Same as Block 1

Same as Block 1

Same as Block 1

Same as Block 1

1:45-2:50
Writer's
Workshop

2:50-3:20
Journaling, Independent Reading, Pack Up, Dismissal