

MicroSociety 6th Grade Literacy Lesson Plan

Date: October 14 - 17

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	No School. Professional Development Day for Teachers.
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. Today TTW be reading half of "Raymond's Run," a mentor text.	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Today TTW be reading "Your Move."	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.	
8:25-8:50----- Word Study Greek/Latin Roots	Unit: <i>Building Vocabulary from Word Roots: Unit 11; Lesson 6</i> Lesson: Meet the Root and Determine its Meaning, page 34 Root or Base: <i>Mit and Miss = "Send"</i>	Unit: <i>Building Vocabulary from Word Roots: Unit 11; Lesson 6</i> Lesson: Combine and Create, page 35 Root or Base: <i>Mit and Miss = "Send"</i>	Unit: <i>Building Vocabulary from Word Roots: Unit 11; Lesson 6</i> Lesson: Read and Reason, page 36 Root or Base: <i>Mit and Miss = "Send"</i>	Unit: <i>Building Vocabulary from Word Roots: Unit 11; Lesson 6</i> Lesson: Extend and Explore, page 37 Root or Base: <i>Mit and Miss = "Send"</i>	

	<p>Introduction: TTW will model dividing words with the base mit or miss and arriving at the definition of the words by exploring the meanings of the base and prefix.</p> <p>Multi-sensory: Writing the words and dividing them between the prefix and base.</p> <p>Practice: Writing the meaning of prefixes and writing the meaning of the bases to create a definition of words given.</p> <p>Word Building: Writing the word and its definition to reinforce meaning.</p> <p>Context Reading: Students will identify words during independent reading,</p>	<p>Introduction: TTW model using clues within sentences to determine which word best completes a sentence.</p> <p>Multi-sensory: Unscrambling words with the base mit and miss.</p> <p>Practice: Using the unscrambled words, students will place appropriate words within sentences.</p> <p>Word Building: Analyzing the use of words as different parts of speech to make sentence sense.</p> <p>Context Reading: Students will identify words during independent reading,</p>	<p>Introduction: TTW will read a piece of dialogue and guide students through the questions.</p> <p>Multi-sensory: Writing their responses and sketching images that represent the meaning of the words in the dialogue.</p> <p>Practice: Considering context clues to determine the word meanings.</p> <p>Word Building: Reading and reasoning how different words with the given base are related.</p> <p>Context Reading: Students will read focus words with the studied base(s) in context.</p>	<p>Introduction: TTW guide the students through a “brains-torming” session to think of words with mit or miss.</p> <p>Multi-sensory: Writing new words within a T-chart using mit and miss</p> <p>Practice: Working with a partner, students will use given prefixes and create as many words as possible using the base mit and miss.</p> <p>Word Building: Reinforcing the word meaning by creating clues and guessing from a partner’s clues.</p> <p>Context Reading: Students will identify words during independent reading, read alouds, and shared</p>	
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	read alouds, and shared reading.	read alouds, and shared reading.		reading.	
<p>8:50-9:45 Reading Workshop</p>	<p>Tapping the Power of Fiction PreAssessment</p>	<p><u>Standard:</u> RI.6.1, RI.6.2, RI.6.3</p> <p><u>Student-Friendly Objective:</u> I can examine a grade-appropriate informational text and determine a central idea and how it is conveyed through particular details.</p> <p><u>Materials:</u> <i>Fast Food Nation</i>; Bend 1 Anchor Chart</p> <p><u>Mini-Lesson:</u> TTW read aloud <i>Fast Food Nation</i> and walk students through reading the front matter closely to formulate questions and grow initial ideas. TTW share expectations for book clubs.</p>	<p><u>Standard:</u> RI.6.1, RI.6.2, RI.6.3</p> <p><u>Student-Friendly Objective:</u> I can examine a grade-appropriate informational text and determine a central idea and how it is conveyed through particular details.</p> <p><u>Materials:</u> Post-its; Bend 1 Anchor Chart</p> <p><u>Mini-Lesson:</u> TTW model orienting oneself with a nonfiction text.</p>	<p><u>Standard:</u> RI.6.1, RI.6.2, RI.6.3, S.L.6.1</p> <p><u>Student-Friendly Objective:</u> I can engage in collaborative discussions within groups and teacher-led with diverse partners on sixth grade texts, building on others' ideas and expressing my own clearly.</p> <p><u>Materials:</u> Bend 1 anchor chart; <i>Fast Food Nation</i></p> <p><u>Mini-Lesson:</u> TTW will model what quality book-club conversations look like as she reads the read-aloud text.</p>	

		<p><u>Guided Practice:</u> Students will be guided to look at the Table of Contents and ask: What do you think this text might teach?</p> <p><u>Independent Practice:</u> Reading for information in book selected for each group member.</p> <p><u>Small Group Instruction:</u> Conferencing or One-on-One on time shifts</p> <p><u>Assessment:</u> Teacher Observation</p>	<p><u>Guided Practice:</u> Students will be guided to outline tentative ideas from Table of Contents, Front Matter, and Chapter 1.</p> <p><u>Independent Practice:</u> Outlining tentative ideas from their group texts.</p> <p><u>Small Group Instruction:</u> Small Groups 1 & 2</p> <p><u>Assessment:</u> Teacher Observation of Reading Notebook.</p>	<p><u>Guided Practice:</u> Students will take part in a "Giant book club" as a class.</p> <p><u>Independent Practice:</u> Students get in book clubs and discuss further the read aloud.</p> <p><u>Small Group Instruction:</u> One on one support; conferencing; Small groups 3 & 4</p> <p><u>Assessment:</u> Teacher Observation and Student Discussion</p>	
<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> Write arguments to support claims with clear</p>	<p><u>Standard:</u> Write arguments to support claims with clear reasons and</p>	<p><u>Standard:</u> Write arguments to support claims with clear</p>	<p><u>Standard:</u> Write arguments to support claims with clear</p>	

	<p>reasons and relevant evidence. (W.6.1) Introduce claim(s) and organize the reasons and evidence clearly. (W.6.1.A) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.B)</p> <p><u>Student-Friendly Objective:</u></p> <p>I CAN write arguments to support claims with clear reasons and relevant evidence. (PreAssessment)</p> <p><u>Materials:</u> Writer's Notebook</p>	<p>relevant evidence. (W.6.1) Introduce claim(s) and organize the reasons and evidence clearly. (W.6.1.A) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.B)</p> <p><u>Student-Friendly Objective:</u></p> <p>I CAN start my writing with a clear sense of structure and shape my content to fit within that structure. (Session 1)</p> <p><u>Materials:</u> Writer's Notebook; "Boxes-and-Bullets Essay Structure" Anchor Chart; Chart Paper and Markers</p>	<p>reasons and relevant evidence. (W.6.1) Introduce claim(s) and organize the reasons and evidence clearly. (W.6.1.A) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.B) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (W.6.3.C)</p> <p><u>Student-Friendly Objective:</u></p> <p>I CAN use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (Session 1)</p> <p><u>Materials:</u> Writer's Notebook; "Boxes-and-Bullets Essay Structure" Anchor Chart</p>	<p>reasons and relevant evidence. (W.6.1) Introduce claim(s) and organize the reasons and evidence clearly. (W.6.1.A) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (W.6.1.B)</p> <p><u>Student-Friendly Objective:</u></p> <p>I CAN generate ideas for a literary essay by rereading a text closely, paying attention to important details about the characters, and thinking about the author's intentions. (Session 2)</p> <p><u>Materials:</u> Writer's Notebook; "How to Write a Literary Essay about Character" anchor chart; "Thought Prompts that help an Essayist Think and Write" chart;</p>	
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	<p>Students will think of a topic they care about or an issue about which they have strong opinions</p> <p><u>Small Group</u> <u>Instruction:</u> Small group and/or one on one instruction or conferencing.</p> <p><u>Assessment:</u> Learning Progression for Argument Writing</p>	<p>up in the guided practice.</p> <p><u>Small Group</u> <u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Organizing thinking for Literary Essay</p>	<p>margins of their flashdraft and then write a new and improved draft of their essay.</p> <p><u>Small Group</u> <u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Flash draft revision</p>	<p>the strategy of thought prompts to write about details from the short story they chose to study.</p> <p><u>Small Group</u> <u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Teacher Observation</p>	
<p>11:30-11:35 Begin 2nd Block</p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>	<p>Good Things/ Bellringer</p>	
<p>11:35-11:45 Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson</p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>	<p>Same as Block 1</p>	

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 ACE	Same as Block 1	Same as Block 1 ACE	Same as Block 1 ACE	Same as Block 1
1:45-2:50 Writer's Workshop					
2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal					

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