

MicroSociety 6th Grade Literacy Lesson Plan

Date: October 7 - 11

	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; Review Lesson Lesson: Meet the Root and Determine its Meaning, page 29 Root or Base:	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Review Lesson Lesson: Combine and Create, page 30 Root or Base: Directional Prefixes	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Review Lesson Lesson: Read and Reason, page 31 Root or Base: Directional Prefixes	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Review Lesson Lesson: Extend and Explore, page 32 Root or Base: Directional Prefixes	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Review Lesson Lesson: Go for the Gold Word Search, page 33 Root or Base: Directional Prefixes

	<p>Directional Prefixes from Lessons 1 - 5</p> <p>Introduction: Teacher will call out ten words from the previous five lessons and students will write them and divide between the prefix and the base.</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>from Lessons 1 - 5</p> <p>Introduction: Teacher will model writing a sentence with a word part that has been previously studied and will then change the word to its opposite and write another sentence with the new word.</p> <p>Multi-sensory: Writing sentences and reading them aloud to a partner.</p> <p>Practice: Working with a partner to analyze word meanings and opposite word meanings and writing and reading sentences.</p>	<p>from Lessons 1 - 5</p> <p>Introduction: Teacher will read a passage that explains how word meaning has transitioned through time.</p> <p>Multi-sensory: Creating a word tree with the roots <i>ortho</i> - and <i>dont</i>.</p> <p>Practice: Conquering the word <i>malocclusion</i> by dividing the three Latin roots and writing their meanings.</p>	<p>from Lessons 1 - 5</p> <p>Introduction: Teacher will create and model a skit that gives clues to the meaning of a word in the review lesson.</p> <p>Multi-sensory: Using an index card to write a word and its definition.</p> <p>Practice: Working with a partner, students will choose a word from the review lesson and create a short skit that will give clues to the meaning of the word.</p>	<p>from Lessons 1 - 5</p> <p>Introduction: Teacher will give clues to the meanings of words in review lesson.</p> <p>Multi-sensory: Using a sixteen square Wordo (similar to Bingo)</p> <p>Practice:</p> <ol style="list-style-type: none"> a. Decoding and Encoding words with their meanings as a review post assessment. b. Students will write review words in each box and mark an X in the box for each word that matches the clue that the teacher gives.
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	<p>Word Building: Writing the word and the definition of previously studied words to reinforce meaning.</p> <p>Context Reading: Students will identify words during independent reading, read alouds, and shared reading.</p>	<p>Word Building: Analyzing the relationships between the meanings of words and the words that have the opposite meanings.</p> <p>Context Reading: Students will identify words during independent reading, read alouds, and shared reading.</p>	<p>Word Building: Reading and reasoning how the meaning of certain roots and bases unlock meaning of new words.</p> <p>Context Reading: Students will read focus words with prefixes in context.</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 reading.</p>	<p>Word Building: Using a game to reinforce listening skills for clues to word meanings.</p> <p>Context Reading: Students will identify words during independent reading, read alouds, and shared reading.</p>
<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 can study anchor charts from Bends I, II, and III to recall common thinking work that I need to do as I read. (Session 20)</p> <p><u>Materials:</u> Anchor Charts: "To Think Deeply About Characters...", "To</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 can focus on what I find interesting in a text and notice details that suggest character traits while keeping in mind, "What kind of thinking work does this text want us to do?" (Session 20 continued)</p> <p><u>Materials:</u> Anchor Charts: "To Think Deeply About Characters...", "To</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 can use my current book that I am reading to document the reading work that matters most and what places in the book most invite that reading work. (Session 20 continued)</p> <p><u>Materials:</u> Anchor Charts: "To Think Deeply About</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 can reflect on my growth during this unit of study and set goals. (Session 21)</p> <p><u>Materials:</u> Several picture books, independent reading book, online resources,</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>The teacher will model making responses to the text in regards to the week's lessons.</p> <p><u>Weekly Conversations</u></p>

	<p>Investigate the Influence of Setting on Characters,” and “To Investigate Themes...” Prepared Chart: “ What thinking work does this text want us to do?” A copy of “Thank You, Ma’am”, chart paper with optional reading work on large Post-Its.</p> <p><u>Mini-Lesson:</u> TTW use a sports analogy to introduce students to the concept of a repertoire read-aloud. TTW read aloud the first section of a text and provide time for students to talk about what thinking work the text wants them to do. TTW use large Post-Its as manipulatives to chart the reading work that students do and use smaller Post-Its to record new work.</p> <p><u>Guided Practice:</u> Students will be guided to do the reading work, which will consist of talking about the</p>	<p>Investigate the Influence of Setting on Characters,” and “To Investigate Themes...” Prepared Chart: “ What thinking work does this text want us to do?” A copy of “Thank You, Ma’am”</p> <p><u>Mini-Lesson:</u> TTW rally students to deepen their thinking work as she continues to read aloud the text and pause to note students’ thinking on the chart, naming out the work the readers did, retelling some of the details, and naming any work that is complicated.</p> <p><u>Guided Practice:</u> Students will be guided through the read aloud and asked to think about</p>	<p>Characters...,” “To Investigate the Influence of Setting on Characters,” and “To Investigate Themes...” Prepared Chart: “ What thinking work does this text want us to do?” A copy of “Thank You, Ma’am”</p> <p><u>Mini-Lesson:</u> TTW set up the students to listen to the last section of the read aloud text.</p> <p><u>Guided Practice:</u> Students will be guided to answer the question about what thinking the last section of the text</p>	<p>reading notebook</p> <p><u>Mini-Lesson:</u> There is no minilesson during this reflection time of this unit of study.</p> <p><u>Guided Practice:</u> TTW guide students through two reflection centers using their computers.</p>	<p>regarding students’ reading entries and the consideration given for the worthiness of their choices.</p> <p>Teacher will check to see if students are doing “high level” reading work in their own books.</p> <p>Reading Accuracy Checks</p> <p>Post Assessment for this unit of study</p>
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	<p>elements that have been studied throughout this deep study of character.</p> <p><u>Independent Practice:</u> Students will return to their self-selected texts and try similar types of thinking work and make notations in their reading notebook.</p> <p><u>Small Group Instruction:</u> <u>Assessment:</u> Conferencing or One-on-One regarding their responses to independent reading.</p> <p><u>Assessment:</u> Teacher Observation</p>	<p>any reading work they haven't done. Students will be invited to remain alert for places the text calls for remaining work.</p> <p><u>Independent Practice:</u> Students will return to their own independent reading books and make notes of similar thinking work.</p> <p><u>Small Group Instruction:</u> Conferencing or One-on-One on time shifts</p> <p><u>Assessment:</u> Teacher Observation of Entries in Reading Notebook</p>	<p>wants them to do.</p> <p><u>Independent Practice:</u> Students will read independently and consider the thinking that was completed on the chart or develop some of their own thinking work.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher Observation of Reading Notebook.</p>	<p><u>Independent Practice:</u> Students will self-assess where they are as a reader and select a passage from their notebooks that show how much their writing about reading has changed or grown.</p> <p><u>Small Group Instruction:</u> One on one support; conferencing</p> <p><u>Assessment:</u></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> 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 make sure that each character in my story has a strong (emotional) arc. (Session 14)</p> <p><u>Materials:</u> Anchor Chart: "How to Write Powerful Personal Narratives"; Student copies of Narrative Writing Checklist; Writer's Notebook; copy of mentor text.</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 craft my story's ending in a number of ways, but a good story needs and deserves a good ending. (Session 15)</p> <p><u>Materials:</u> Anchor Chart: "How to Write Powerful Personal Narratives"; Student copies of Narrative Writing Checklist; Writer's Notebook; copy of teacher's ongoing writing</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 revisit different leads and discover that by changing the lead, I could actually change the direction of my story and set it up to tell the entire story more powerfully. (Session 15 continued)</p> <p><u>Materials:</u> Anchor Chart: "How to Write Powerful Personal Narratives"; Student copies of Narrative Writing Checklist; Writer's Notebook; Mentor Text</p> <p><u>Mini-Lesson:</u></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 focus on revising my stories' endings to add depth and bring out the meaning of my story conclusions and tie up any loose ends. (Session 15 continued)</p> <p><u>Materials:</u> Anchor Chart: "How to Write Powerful Personal Narratives"; Student copies of Narrative Writing Checklist; Writer's Notebook;</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 read my story drafts over and over and listen--really listen to the rhythm of my writing to consider how I want my story to sound and feel to my reader. (Session 16)</p> <p><u>Materials:</u> Anchor Chart: "How to Write Powerful Personal Narratives"; Student copies of Narrative Writing Checklist; Writer's Notebook;</p> <p><u>Mini-Lesson:</u></p>
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	<p><u>Mini-Lesson:</u> TTW model planning a story by creating a mountain map and placing Post-It notes or index cards with the major events listed at different points on the mountain. Then TTW add additional cards that show the different emotions that the characters will experience throughout the story.</p> <p><u>Guided Practice:</u> Students will be guided to check that their main character and a secondary character take an important journey.</p> <p><u>Independent Practice:</u> Students will revisit their stories by creating a visual check to make sure that tensions really are rising and falling in appropriate places.</p>	<p><u>Mini-Lesson:</u> TTW review how endings can be a place to fashion new insights, develop a new thought, resolve an issue, or learn a lesson, but most importantly, a place to invent ways to resolve their own problems. TTW model revising a new ending in an ongoing story.</p> <p><u>Guided Practice:</u> Students will be guided to consider endings that show just how profound a moment is for the character.</p> <p><u>Independent Practice:</u> Students will return to their own writing to draft different endings by asking themselves important questions about their story's real meaning.</p>	<p>TTW demonstrate to students that authors don't think right away about how they will end their story, but return to the most important question asking, "What is my story really about?" TTW model focusing on writing strategies that show how something is written (author's craft).</p> <p><u>Guided Practice:</u> Students will be guided through the teacher's modeling of her inner thinking and revising of her own writing piece.</p> <p><u>Independent Practice</u> Students will consider using different leads in their writing to focus on what their story is really about and work on their ending to show the story's meaning to their readers.</p>	<p><u>Mini-Lesson:</u> TTW guide students in thinking of ways to create more powerful story endings (endings that mirror the beginning, endings with details, endings that reflect a feeling, or endings that have resolved or answered all of the major questions).</p> <p><u>Independent Practice:</u> Students will continue working with the endings of their stories to reflect what their story is really about and show effective use of revision strategies.</p> <p><u>Small Group</u></p>	<p>TTW demonstrate how to read a piece of writing aloud to help students listen for the rhythm that particular words and sentences create.</p> <p><u>Guided Practice:</u> Students will be guided to think about how their word choices, their punctuation decisions, and their sentence structures work to communicate their intended meaning.</p> <p><u>Independent Practice:</u> Students will edit to correct errors in their spelling and mechanics, but also consider how they want their writing to sound and feel to their reader.</p>
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	<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><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><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><u>Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Written narrative practice</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Assessment:</u> Submission of final narrative writing</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>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>	<p>Same as Block 1</p>
<p>11:45-12:05 Word</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>	<p>Same as Block 1</p>

Study/Greek and Latin Roots					
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					