

MicroSociety 6th Grade Literacy Lesson Plan

Date: September 30 - October 4

	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 5 Lesson: Meet the Root and Determine its Meaning, page 24 Root or Base: Latin prefixes <i>contra-</i> ,	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 5 Lesson: Combine and Create, page 25 Root or Base: Latin prefixes <i>contra-</i> ,	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 5 Lesson: Read and Reason, page 26 Root or Base: Latin prefixes <i>contra-</i> ,	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 5 Lesson: Extend and Explore, page 27 Root or Base: Latin prefixes <i>contra-</i> ,	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 5 Lesson: Go for the Gold Word Search, page 28 Root or Base: Latin prefixes <i>contra-</i> ,

	<p><i>contro-</i> and Greek prefixes <i>anti-</i>, <i>ant-</i>. All meaning <i>against</i> or <i>opposite</i>.</p> <p>Introduction: Teacher will model dividing words into syllables and “conquering” them by writing the meaning of the words through the analysis of the prefixes and the base.</p> <p>Multi-sensory: Dividing the words into parts and writing the words and their meanings.</p> <p>Practice: Writing the meaning of prefix and using the base word to determine word meaning.</p> <p>Word Building: Writing the word and the definition of each new word.</p>	<p><i>contro-</i> and Greek prefixes <i>anti-</i>, <i>ant-</i>. All meaning <i>against</i> or <i>opposite</i>.</p> <p>Introduction: Teacher will show examples of words with the day’s prefixes that may or may not mean <i>against</i>.</p> <p>Multi-sensory: Sorting the words according to their meaning of <i>against</i> and writing them in the appropriate column.</p> <p>Practice: Working with a partner to determine whether the word with <i>contra-</i> or <i>contro-</i> actually means <i>against</i> or <i>not</i>.</p> <p>Word Building: Analyzing what each word has to do with the meanings of words containing the week’s prefixes.</p>	<p><i>contro-</i> and Greek prefixes <i>anti-</i>, <i>ant-</i>. All meaning <i>against</i> or <i>opposite</i>.</p> <p>Introduction: Teacher will distinguish between “pros” and “cons” and model using a T-Chart to place advantages and disadvantages of a situation or choice.</p> <p>Multi-sensory: Creating their own T-Chart graphic organizer.</p> <p>Practice: Creating a “pros” and “cons” list for a given situation.</p> <p>Word Building: Focusing on the meaning of words with a common prefix and applying to life’s situations.</p>	<p><i>contro-</i> and Greek prefixes <i>anti-</i>, <i>ant-</i>. All meaning <i>against</i> or <i>opposite</i>.</p> <p>Introduction: Teacher will model using pairs of words that show opposite meaning.</p> <p>Multi-sensory: Writing words and showing how one knows the meaning through context.</p> <p>Practice: Working with a partner, students will write sentences with words and their opposites.</p> <p>Word Building: Reinforcing the word meaning by looking at it from a different perspective.</p>	<p><i>contro-</i> and Greek prefixes <i>anti-</i>, <i>ant-</i>. All meaning <i>against</i> or <i>opposite</i>.</p> <p>Introduction: Teacher will review the meaning of words with the <i>anti-</i>, <i>ant-</i>, <i>contro-</i>, and <i>contra-</i> prefix.</p> <p>Multi-sensory: Using a word search to locate the words in a 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>
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	<p>Context Reading: Students will identify words during independent reading, read alouds, and shared reading.</p>	<p>Context Reading: Students will identify words during independent reading, read alouds, and shared reading.</p>	<p>Context Reading: Students will read focus words with prefixes in context.</p>	<p>Context Reading: Students will identify words during independent reading, read alouds, and shared reading.</p>	<p>Context Reading: Students will choose a word to complete a sentence based on context.</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 will move from naming a motif to thinking about what the author has to say about that motif, which will lead me to a theme statement. (Session 17)</p> <p><u>Materials:</u> Anchor Chart: “When Moving from Motifs to Themes, Ask...”; motif chart with possible motifs in the video; Anchor Charts, “How to Move from a Motif to a Theme, Step by Step” and “To Investigate Themes...”; short texts</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 think about possible theme statements in my independent reading and the novel, <i>Bud, Not Buddy</i> using Step by Step process and consider why theme matters. (Session 17 continued)</p> <p><u>Materials:</u> Anchor Charts, “How to Move from a Motif to a Theme” and “To Investigate Themes...”</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 search for symbolism--objects or moments that take on special significance and help develop the theme. (Session 18)</p> <p><u>Materials:</u> Reader’s Notebook, Display Cards from “Narrative Writers Use Techniques Such As...,” Anchor Charts: “Narrative Writers Aim Toward Goals Such As...” and “To Investigate Themes.”</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 consider my collaborative work time and ask what’s most worth thinking about in order to design my working with a partner. (Session 19)</p> <p><u>Materials:</u> “What’s Most Worth Working on Together?” and references to anchor charts in Bends I, II, and III.</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> regarding motifs, themes written as statements, and symbolism from students’ self-selected independent reading</p>

	<p>“Walking for my Life” and “Mother to Son”</p> <p><u>Mini-Lesson:</u> TTW play the video without sound and stop at intervals to ask students questions about possible hidden messages or lessons that the story suggests. From the discussion, TTW state what the author might be saying overall in a statement--as a sentence--and support it with text from the video.</p> <p><u>Guided Practice:</u> Students will be guided to look at the various motifs from Thursday’s lesson in a video and identify whether these motifs could make a theme statement like, “It’s hard to be yourself” and work with a partner to revisit a short text to examine motifs, which may become a possible theme for the story.</p> <p><u>Independent Practice:</u></p>	<p><u>Mini-Lesson:</u> TTW remind students that there can be more than one theme that a story suggests and will take them step by step to investigate themes.</p> <p><u>Guided Practice:</u> Students will be guided to ask themselves, as they start to look for motifs, what the story is beginning to be about and then ask what the author suggests about the motifs.</p> <p><u>Independent Practice:</u></p>	<p><u>Mini-Lesson:</u> TTW discuss the craft moves that authors make whenever they develop themes and model thinking about the themes discovered in a story. TTW lead the students to investigate the video, “You Belong to Me “by modeling her thinking and revisiting important parts of the story to consider symbolism.</p> <p><u>Guided Practice:</u> Students will be guided to work with a partner to think about stories we have read in class and identify any parts that felt symbolic and that might support an interesting theme.</p> <p><u>Independent Practice:</u></p>	<p><u>Mini-Lesson:</u> TTW reveal a new chart and describe topics that students can discuss during their collaborative work time to make it most effective.</p> <p><u>Guided Practice:</u> Students will be guided to develop their own ways to work together using a partner chart with the teacher coaching them. Students will plan for what they need to prepared and how they will use their time.</p> <p><u>Independent Practice:</u></p>	<p>texts.</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>
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	<p>Students will revisit “Walking for my Life” and identify motifs which might possibly become a theme(s) for the story.</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> Motifs and Theme statement from “Walking for my Life.”</p>	<p>Students will go back to their own independent reading books and move from studying motifs in their books to exploring themes.</p> <p><u>Small Group Instruction:</u> Conferencing or One-on-One on time shifts</p> <p><u>Assessment:</u> Teacher Observation of Theme Statements.</p>	<p><u>Practice:</u> Students will read independently and explore what themes their story suggests and how the author developed the themes.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher Observation of Reading Notebook.</p>	<p>Students will practice familiar thinking work keeping in mind the plan they made with their partner.</p> <p><u>Small Group Instruction:</u> One on one support; conferencing</p> <p><u>Assessment:</u> Student paragraph of troubles/trials in Cisneros’ short story “Eleven” and how they lead to a motif. Students will consider symbolism, as well as how the motif might lead to a theme.</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</p>	<p><u>Standard:</u> W.6.3, L.6.2.B Write narratives to develop real or imagined</p>	<p><u>Standard:</u> L.6.1, W.6.3 Write narratives to develop real or imagined</p>	<p><u>Standard:</u> W.6.3 Write narratives to develop real or imagined</p>	<p><u>Standard:</u> W.6.3 Write narratives to develop real or imagined</p>

	<p>standard English grammar and usage as appropriate for Grade 6 when writing or speaking.</p> <p><u>Student-Friendly Objective:</u> I can share my writing with an audience. I can use an editing checklist to monitor my growth. I can use a variety of sentences to make my writing flow. (Session 12)</p> <p><u>Materials:</u> Anchor Chart: “How to Write Powerful Personal Narratives”; Students’ copies of the rubric for narrative writing; Writer’s Notebook</p> <p><u>Mini-Lesson:</u> TTW remind students of the many tools that writers use and will model the process of making a plan for how they can use the tools to put the final touches on a piece of writing. TTW</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can recall everything I know in order to create a powerful personal narrative and begin working on one to be published. (Session 13)</p> <p><u>Materials:</u> Writer’s Notebook; Anchor Chart: “How to Write Powerful Personal Narratives”; Students’ copies of the rubric for narrative writing; Writer’s Notebook</p> <p><u>Mini-Lesson:</u> TTW review students on what is needed to create a powerful personal narrative.</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can slow down my story and stretch out the story’s problem. (Session 14)</p> <p><u>Materials:</u> Writer’s Notebook; Mentor Text</p> <p><u>Mini-Lesson:</u> TTW model that when writers draft, they think carefully about how to slow down the problem in their story and build tension.</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can create resolutions that connect to the big meaning of my story. (Session 15)</p> <p><u>Materials:</u> Writer’s Notebook; Anchor Chart: “How to Write Powerful Personal Narratives”; Rubric for Narrative Writing</p> <p><u>Mini-Lesson:</u> TTW will use mentor texts to show meaningful personal narrative endings.</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> I can recall the choices I have to make some good decisions about my writing. (Session 15)</p> <p><u>Materials:</u> Writer’s Notebook; Anchor Chart: “How to Write Powerful Personal Narratives”; Rubric for Narrative Writing</p> <p><u>Mini-Lesson:</u> TTW will model a personal narrative and affirm its strengths.</p>
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	<p>will model the fluency of paragraphs written with a variety of sentence lengths.</p>	<p><u>Guided Practice:</u> Students will be guided to consider a deeper meaning in the narrative they create</p>	<p><u>Guided Practice:</u> Students will be guided to think through the different parts of their stories and plan out how the problem will escalate across these parts whenever tension is developed.</p>		
	<p><u>Independent Practice:</u> Students will incorporate sentences of various lengths in their writing.</p>	<p><u>Independent Practice:</u> Students will use Small Moments or the Tri-circle graphic organizer to begin a topic for a new personal narrative.</p>	<p><u>Independent Practice</u> Students will begin the work of drafting.</p>	<p><u>Independent Practice:</u> Students will continue to draft, asking themselves, "What is my story really about?" Students will focus on their story endings.</p>	<p><u>Independent Practice:</u> Students will use resources to practice their writing.</p>
	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</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>Assessment:</u> Written narrative practice</p>	<p><u>Assessment:</u> Written narrative practice</p>	<p><u>Assessment:</u> Written narrative practice</p>	<p><u>Assessment:</u> Conferencing and observation</p>

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	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

Workshop Continued					
1:45-2:50 Writer's Workshop					
2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal					