

MicroSociety 6th Grade Literacy Lesson Plan

Date: September 23 - 27

	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 4 Lesson: Meet the Root and Determine its Meaning, page 19 Root or Base: ambi-, amphi-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 4 Lesson: Combine and Create, page 20 Root or Base: ambi-, amphi-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 4 Lesson: Read and Reason, page 21 Root or Base: ambi-, amphi-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 4 Lesson: Extend and Explore, page 22 Root or Base: ambi-, amphi-	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 4 Lesson: Word Spokes/Webbing, page 23 Root or Base: ambi-, amphi-

	<p>Introduction: Teacher will model dividing words into syllables and “conquering” them by writing the meaning of the words through analyzing the prefix ambi- and amphi- 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:</p>	<p>Introduction: Teacher will restate meanings of the Latin prefixes meaning “around” or “on both sides” and model how several words with those prefixes relate to the meanings.</p> <p>Multi-sensory: Drawing pictures to signify what the word means.</p> <p>Practice: Working with a partner to have each other determine what the meanings are as represented by the picture.</p> <p>Word Building: Analyzing what each word has to do with the meanings of “ambi”/”amphi”</p> <p>Context Reading: Students will identify</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 prefixes ambi- and amphi- and responding to the questions.</p> <p>Practice: Reading a sample diary entry 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</p>	<p>Introduction: Teacher will model analyzing the meaning of words based on their prefix.</p> <p>Multi-sensory: Writing words and explaining how one knows the meaning in context.</p> <p>Practice: Working with a partner, students will review the “Divide and Conquer” activity on page 19. They will analyze the words and respond to questions.</p> <p>Word Building: Reinforcing the word meaning by looking at it from a different perspective.</p> <p>Context Reading: Students will identify</p>	<p>Introduction: Teacher will review the meaning of words with the ambi- or amphi- prefix. Teacher will model using a word web or word spoke to analyze a word with the studied prefix.</p> <p>Multi-sensory: Using a graphic organizer to add synonyms and antonyms to enhance word meaning.</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</p>
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	Students will identify words during independent reading.	words during shared reading.	words with prefixes in context.	words during independent reading and shared reading.	word to complete a sentence based on context.
<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 look for time changes/shifts in a setting and ask, “How does this backstory add to my understanding of the character?” or “What new insights do I have into these characters from going back in time?” (Session 14)</p> <p><u>Materials:</u> Anchor Chart; “Funeral”; “The Foghorn”</p> <p><u>Mini-Lesson:</u> TTW model a piece of text where the setting goes back to the past and ask questions about the students’ thinking as to what was learned</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 look for cues to trace time changes in novels and think about how the author uses these to make time move forward or backwards. (Session 14)</p> <p><u>Materials:</u> “The Stray”; Figure 14-1 from “One Holy Night”</p> <p><u>Mini-Lesson:</u> TTW model rapid and subtle time shifts through verb changes in a text by annotating the text.</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 use a notecard to make notes of significant passages in a text and respond to them and prepare to share their most powerful thinking. (Session 15)</p> <p><u>Materials:</u> Reader’s Notebook, notecards, mini copies of “Tips for Taking Your Writing about Reading from Good to Great.”</p> <p><u>Mini-Lesson:</u> TTW teach that readers look for ways to reflect on how they are becoming more powerful thinkers. Sharing that writing</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 focus on troubles or conflicts of characters and consider how these conflicts become subjects or motifs in a story. (Session 16)</p> <p><u>Materials:</u> Bend I and II Anchor Charts; Introduction of Bend III anchor chart, Taylor Swift video, short story “Eleven”</p> <p><u>Mini-Lesson:</u> TTW teach through a read-aloud session to explore a motif through the troubles and trials of the character.</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.</p> <p><u>Weekly Conversations</u> regarding the impact of backstories (flashbacks), recognition of cues to trace time changes, and character conflicts and their part in becoming a subject or motif in their self-selected independent reading texts.</p> <p>Independent Reading</p>

	<p>from the backstory.</p> <p><u>Guided Practice:</u> Students will be guided to take a short text, and discuss what new insights were gained from a backstory or flashback.</p> <p><u>Independent Practice:</u> Students will revisit their reading books where there are shifts in time and read more closely to think about why the author did that.</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> Quick assessment of "Funeral"</p>	<p><u>Guided Practice:</u> Students will be guided to identify time shifts by observing the verb tense change and discussing with a partner how time changes in the passage.</p> <p><u>Independent Practice:</u> Students will go back to their own independent reading books and note how their author marked time changes.</p> <p><u>Small Group Instruction:</u> Conferencing or One-on-One on time shifts</p> <p><u>Assessment:</u> Teacher Observation</p>	<p>about reading is one way to share their thinking and inspire others.</p> <p><u>Guided Practice:</u> Students will be guided to return to some tips on how to lift their level of writing about reading and to revisit their reading goals.</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 Students' Responses to Reading</p>	<p><u>Guided Practice:</u> Students will be guided in a read-aloud session to think about how characters become vehicles for theme. The video will be stopped at intervals for students to discuss their thinking with a partner.</p> <p><u>Independent Practice:</u> Students will practice familiar thinking work about characters and support their ideas with evidence and to use literary language.</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</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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				how they lead to a motif. Students will consider symbolism, as well as how the motif might lead to a theme.	
9:45-10:25 Activity Classes	<u>Clayton:</u> Music	<u>Clayton:</u> PE	<u>Clayton:</u> Micro Time	<u>Clayton:</u> Library	<u>Clayton:</u> Art
10:25-11:25 Writer's Workshop	<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 stretch out or elaborate parts to my story that show the real meaning. (Session 11, Part 1)</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 hold on to what my story is really about by putting brackets around scenes that are especially important to my story's meaning and then stretch it out by using tiny details that pop out the meaning. I can draw in new scenes from the</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 use a rubric for narrative writing to self-assess my paragraphing. (Session 11 continued)</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 improve on my revision process to show growth in my writing. (Session 11 continued)</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 anchor charts to help me revise and edit my story and consider the purpose I have in telling a meaningful story.</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 show a draft of her own writing, including a part that has been rewritten with elaboration and point out how she slowed down and stretched out an important scene in the draft. TTW demonstrate imagining new, possible scenes from the past.</p> <p><u>Guided Practice</u> Students will be set up to identify an important scene in their drafts and to story-tell a more elaborated version to their partners.</p> <p><u>Independent Practice:</u> Students will use their</p>	<p>past. (Session 11, Part 2)</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 will continue to model her writing draft as she adds a new scene from the past (flashback) with tiny details and model how she returns to present time.</p> <p><u>Guided Practice:</u> Students will be guided to consider new scenes remembered from the past to incorporate in their own stories to convey deeper meaning.</p> <p><u>Independent Practice:</u> Students will revisit their</p>	<p><u>Materials:</u> Writer’s Notebook; Rubric for Narrative Writing</p> <p><u>Mini-Lesson:</u> TTW review reasons when a writer would start a new paragraph using the rubric as a focus.</p> <p><u>Guided Practice:</u> Students will be guided to look at a mentor text to see the reasons the writer began new paragraphs .</p> <p><u>Independent Practice</u> Students will continue to</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 share an example of a student’s writing that shows moving to a new scene in an imagined future (flash forwarding).</p> <p><u>Guided Practice:</u> Students will be guided to keep in mind what their story is about and how new scenes show that meaning to their reader(s).</p> <p><u>Independent Practice:</u> Students continue to</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></p> <p><u>Guided Practice:</u></p> <p><u>Independent Practice:</u></p>
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	<p>reading notebooks as a place to practice the lesson. Verb practice on Quill.com</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>stories and add new information.</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>write and practice paragraphing.</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>revise and add to their stories either by using flashbacks or flash forwarding.</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>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>Assessment:</u> Conferencing and 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>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>

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					