

MicroSociety 6th Grade Literacy Lesson Plan

Date: September 3 - 6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10		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		Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.	Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.	Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.	Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.
8:25-8:50 Word Study Greek/Latin Roots		<i>Building Vocabulary from Word Roots: Unit 1; Lesson 1</i> Introduction: Teacher will model dividing words and "conquering" them by writing the meaning of the prefix, base, and/or suffix. Practice: Students will work with an elbow partner	<i>Building Vocabulary from Word Roots: Unit 1; Lesson 1</i> Introduction: Teacher will model combining syllables and creating new words. Practice: Students will sort a	<i>Building Vocabulary from Word Roots: Unit 1; Lesson 1</i> Introduction: Teacher will model reading a short passage and analyzing the meaning of words by the prefix, base, and/or suffix. Practice: Students will read a news report and answer questions	<i>Building Vocabulary from Word Roots: Unit 1; Lesson 1</i> Introduction: Teacher will model stretching words by adding roots that change the words from a verb, to a noun, and then to an adjective. Practice: Students will work

		to divide ten words and write the meanings using a root bank.	list of words according to their syllables.	regarding the meaning of words by identifying the meaning of the prefix, base, and/or suffix.	with a partner to complete a chart building new words with a prefix. Then they will write strong sentences with the new words.
8:50-9:45 Reading Workshop		<p><u>Standard:</u> RL. 6.1, RL.6.3, W.6.9, SL.6.1 (Session 7)</p> <p><u>Student-Friendly Objective:</u> Students can consider the pressures acting on characters.</p> <p><u>Materials:</u> A copy of the character sketch from "The Stray."</p> <p><u>Mini-Lesson:</u> Characters have reasons for the things they do and for the way they are. It's helpful for the reader to ask, "What pressures might there be on this character and do those pressures help me understand the</p>	<p><u>Standard:</u> R.L.6.4.,RL.6.5.,RL.6.6.,SL.6.1.D, SL.6.2-3 (Session 8)</p> <p><u>Student-Friendly Objective:</u> Students can reflect (on their novels and reading lives.) Students can reflect on characters and the story again after reading the ending.</p> <p><u>Materials:</u> "Revisiting Key Parts of a Narrative from the Perspective of the Ending" mini chart.</p> <p><u>Mini-Lesson:</u> Discuss how students have students should think about their writing in relation to their reading. Emphasize that</p>	<p><u>Standard:</u> RL. 6.1, RL.6.3, W.6.9 (Because a substitute will be in my classroom today, students will be reading a common text and use strategies from Bend 1 to think deeply about the characters.)</p> <p><u>Student-Friendly Objective:</u> Students can reflect on their thinking deeply about characters studies by beginning to read a common text and making entries in their reading journal.</p> <p><u>Materials:</u> Anchor Chart</p> <p><u>Mini-Lesson:</u></p> <p><u>Guided Practice:</u></p>	<p><u>Standard:</u> RL.6.3</p> <p><u>Student-Friendly Objective:</u> Students will look for reading signposts to help them make journal entries as they read. Students can participate in weekly conversations about the common text that they are reading.</p> <p><u>Independent Practice:</u> Students will create a sketch of the pressures exerted on the main character from the first chapters of the story.</p> <p>Independent Reading.</p>

		<p>character's actions and decisions?"</p> <p><u>Guided Practice:</u> Students will choral read "The Stray" by Cynthia Rylant and study the sketch of Doris and the pressures that she faces.</p> <p><u>Independent Practice:</u> Students will think of pressures that the characters in their books are facing and make predictions about character behavior.</p> <p><u>Small Group Instruction:</u> Conferencing</p>	<p>what's most important is that students have learned to push themselves and each other, using their writing about reading and their conversations. Focus will be on the ending of a book: "It's not unlike reaching the summit of a mountain climb. The ending gives you perspective.</p> <p><u>Guided Practice:</u> Students will be guided to think back to some of the stories they have been reading. Students will think about the start of a story, the middle, and near the end.</p> <p><u>Independent Practice:</u> Students will use the minichart to reflect on a story or novel they have read.</p> <p><u>Small Group Instruction:</u> Conferencing and coaching students who may need</p>	<p><u>Independent Practice:</u></p> <p><u>Small Group Instruction:</u></p> <p><u>Assessment:</u> Students will create a chart to list traits of the main character and consider which traits matter more because they may affect the rest of the story.</p>	Reading Records
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			support. <u>Assessment:</u> Students will respond to questions on “Thank You, Ma’am” regarding the perspective that the ending gave.		
9:45-10:25 Activity Classes	<u>Cartwright:</u> Library <u>Clayton:</u> Music	<u>Cartwright:</u> Art <u>Clayton:</u> PE	<u>Cartwright:</u> Music <u>Clayton:</u> Micro Time	<u>Cartwright:</u> PE <u>Clayton:</u> Library	<u>Cartwright:</u> MicroTime <u>Clayton:</u> Art
10:25-11:25 Writer’s Workshop		<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. <u>Student-Friendly Objective:</u> Students will be punctuate dialogue. <u>Materials:</u> Examples from their independent reading	<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. <u>Student-Friendly Objective:</u> Students can pull from their “seed” ideas of small moments that have really mattered in their lives. (Session 3)	<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. <u>Student-Friendly Objective:</u> Students will learn about a narrator’s point of view. (Session 4) <u>Mini-Lesson:</u> The teacher will explain the importance of	<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. <u>Student-Friendly Objective:</u> The students will continue developing the beginning, middle, and the end of a narrative from a picture prompt. <u>Materials:</u>

		<p>books.</p> <p><u>Mini-Lesson:</u> The teacher will model using dialogue in a personal narrative.</p> <p><u>Guided Practice:</u> Students will turn conversation into written dialogue.</p> <p><u>Independent Practice:</u> Quotation marks worksheet. Students will continue working on first “small moments” personal narrative.</p> <p><u>Assessment:</u> Complete quotation mark worksheet. Turn in for a grade.</p>	<p><u>Materials:</u> Fig. 3-1</p> <p><u>Mini-Lesson:</u> The teacher will add to the strategies chart (p. 25) and demonstrate step-by-step sequence of using the strategy (p. 27).</p> <p><u>Guided Practice:</u> Students make quick list in their notebooks of the times when they realized something important that they want to remember.</p> <p><u>Independent Practice:</u> Students will continue brainstorming and begin to write one of the stories from today’s strategy or a previous story idea.</p> <p><u>Assessment:</u> Conferring and Teacher Observation</p>	<p>staying inside their narrator’s point of view while writing their personal narratives.</p> <p><u>Guided Practice:</u> Students answer the following question after listening to a draft: Did the narrator fall out of one point of view?</p> <p><u>Independent Practice:</u> Students will work on personal narrative.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher observation</p>	<p>Writer’s Notebook; image.</p> <p><u>Mini-Lesson:</u> The teacher will model using a picture to generate a story.</p> <p><u>Guided Practice:</u> Together students and teacher will generate a quick story, keeping in mind a plot and strong characters.</p> <p><u>Independent Practice:</u> Students will create their own story from a picture.</p> <p><u>Small Group Instruction:</u> Conferencing</p>
<p>11:30-11:35 Begin 2nd</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>

Block					
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					
<p style="text-align: center;">2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal</p>					