

## MicroSociety 6th Grade Literacy Lesson Plan

**Date:** September 9 - 13

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-8:10</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
<b>8:10-8:25</b> <b>Read Aloud/Shared Reading:</b> May be combined with a Reading or Writing Workshop lesson	<b>Read Aloud:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	<b>Read Aloud:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	<b>Shared Reading:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .	<b>Weekly Conversations:</b> Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. Currently using <i>Bud, Not Buddy</i> .
<b>8:25-8:50</b> <b>Word Study</b> <b>Greek/Latin</b> <b>Roots</b>	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 2  Lesson: Meet the Root, page 9.  Root or Base: ante-; post- Introduction: Teacher will model	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 2  Lesson: Combine and Create, page 10  Root or Base: ante-; post- Introduction:	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 2  Lesson: Read and Reason, page 11  Root or Base: pre-; post- Introduction:	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 2  Lesson: Extend and Explore, page 12  Root or Base: ante-; post- Introduction:	Unit: <i>Building Vocabulary from Word Roots:</i> Unit 1; Lesson 2  Lesson: Word Search, page 13.  Root or Base: ante-; post- Introduction: Teacher will review the

	<p>dividing words into syllables and “conquering them by writing the meaning of the words with the prefixes.</p> <p><b>Multi-sensory:</b> Dividing the words into parts.</p> <p><b>Practice:</b> Writing the meaning of prefix</p> <p><b>Word Building:</b> Writing the definition of each new word.</p> <p><b>Context Reading:</b> Students will identify words during independent reading.</p>	<p>Teacher will model words where “ante” and “post” mean <i>before</i> and <i>after</i> and then show words that where the prefixes have a different meaning.</p> <p><b>Multi-sensory:</b> Sorting words that mean “before” and “after” from words that don’t.</p> <p><b>Practice:</b> Taking a list of common words and sorting them according to meaning.</p> <p><b>Word Building:</b> Recognizing Root meaning</p> <p><b>Context Reading:</b> Students will identify words during independent reading.</p>	<p>Teacher will model reading words with the “pre” and “post” prefixes and analyzing the meaning of the words.</p> <p><b>Multi-sensory:</b> Drawing an image to represent one or two of the words.</p> <p><b>Practice:</b> Reading a sample dialogue and thinking of word meaning.</p> <p><b>Word Building:</b> Determining the meaning of words with a common prefix.</p> <p><b>Context Reading:</b> Students will read focus words with prefixes in context.</p>	<p>Teacher will model taking a word, writing it on an index card, and then asking students to guess when they might see the word.</p> <p><b>Multi-sensory:</b> Acting out an example of when one might see a given word.</p> <p><b>Practice:</b> Working with a partner, students will choose a word from the lesson and write the word and its meaning on an index card and determine where the word might be seen.</p> <p><b>Word Building:</b> Extending the word meaning into a concrete image.</p> <p><b>Context Reading:</b> Students will identify words during independent and shared reading.</p>	<p>meaning of words with the “pre” and “post” prefixes.</p> <p><b>Multi-sensory:</b> Identifying the words in a word search activity.</p> <p><b>Practice:</b> Matching words with their meanings as a weekly post assessment.</p> <p><b>Word Building:</b> Determining the precise word for its meaning.</p> <p><b>Context Reading:</b> Students will choose a word to complete a sentence based on context.</p>
--	--	---	--	--	--

<p><b>8:50-9:45</b> <b>Reading</b> <b>Workshop</b></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 revisit key parts of a narrative from the perspective to the ending. (Session 8)</p> <p><u>Materials:</u> Anchor Chart; “The Stray”</p> <p><u>Mini-Lesson:</u> TTW teach that the end of a book can give a perspective--an opportunity to look through another lens. It is valuable to linger there for a bit and to look back on the path that the reader and the characters have traveled, seeing the whole of it.</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 investigate the impact of setting on characters not just by looking at the physical, characteristics of where or when the setting takes place but by considering the mood or atmosphere. (Session 9)</p> <p><u>Materials:</u> “The Fight”</p> <p><u>Mini-Lesson:</u> TTW teach that even when the setting is the kind that seems ordinary, it can affect characters deeply. TTW highlight the importance of a mood or atmosphere in a setting.</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 think about the author’s language and how it evokes emotions and images. (Session 10)</p> <p><u>Materials:</u> Anchor Chart</p> <p><u>Mini-Lesson:</u> TTW teach students that when readers think about how the setting influences characters, they pay attention to the author’s specific language. This helps readers to grasp the mood, atmosphere, norms, and tempo of a place- all of which can matter in deep and hidden ways to a character.</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 read and take notes to investigate when characters seem to act inconsistently. (Session 11)</p> <p><u>Materials:</u> Anchor Chart</p> <p><u>Mini-Lesson:</u> TTW teach that one way to investigate the relationship between the setting and the characters is to pay attention to inconsistencies between characters’ behaviors and their inner thinking. When characters are torn and inconsistencies arise, it could be that external pressures from their surroundings have led them away from their inner compass.</p>	<p><u>Standard:</u> RL.6.3</p> <p><u>Weekly Conversations</u> regarding the impact of setting, the author’s intentional use of language, and the inconsistencies of character behavior.</p> <p>Independent Reading</p> <p>Conferences regarding Reading Entries.</p>
--	--	--	---	---	--

	<p><u>Guided Practice:</u> The teacher will model a KWL chart using “The Stray” to help students focus on new insights about characters or the story that may have been confusing.</p> <p><u>Independent Practice:</u> Students will read a short text and work with an elbow partner to make their own KWL chart</p> <p><u>Small Group Instruction:</u> Conferencing and one on one support.</p> <p><u>Assessment:</u> KWL Chart</p>	<p><u>Guided Practice:</u> The teacher will guide students to listen attentively to details that suggest what kind of place the setting is in the text, and they will jot down and share their thoughts about a text. Students will be asked to consider the mood of the place and how it might shape the character.</p> <p><u>Independent Practice:</u> Students will write an entry in their reader’s notebook to demonstrate how they thought back to the story’s start and accumulated details about the setting and its effect on the character.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Entries in Reader’s Notebook</p>	<p><u>Guided Practice:</u> Students will be guided to look at various passages where the setting seemed important and think about the literal and figurative meaning of the text.</p> <p><u>Independent Practice:</u> Students will return to the places in their independent reading books and study the precise language the author used. They will use index cards to write about the setting and its meaning.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher Observation</p>	<p><u>Guided Practice:</u> The teacher will guide the students from an excerpt in a read-aloud that suggests the character is acting in ways that are consistent with the setting, but inconsistent with his or her feelings or desires.</p> <p><u>Independent Practice:</u> The students will use Post-It notes to create and “inside” and “outside” character chart.</p> <p><u>Small Group Instruction:</u> One on one support; conferencing</p> <p><u>Assessment:</u> Teacher Observation</p>	
--	---	--	---	--	--

<p><b>9:45-10:25</b> <b>Activity Classes</b></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><b>10:25-11:25</b> <b>Writer's Workshop</b></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 will <b>free write/flash draft</b> to a prompt. I will choose from a variety of LEADS to begin a narrative. (Session 7)</p> <p><u>Materials:</u> Mentor text and LEADS handout and anchor chart, "Writing Effective Introductions."</p> <p><u>Mini-Lesson:</u> TTW explore a variety of</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 will <b>free write/flash draft</b> to a prompt. I will continue working on my personal essay and begin new paragraphs according to place, time, topic, and person. (Session 7)</p> <p><u>Materials:</u> Writer's notebook; Copy of "Thank You, Ma'am".</p> <p><u>Mini-Lesson:</u></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 will <b>free write/flash draft</b> to a prompt. I will revise my LEADS by using specific details to give the reader a sense of setting, character, and background for small moments. (Session 8)</p> <p><u>Materials:</u> Mentor text and anchor chart, "Writing Effective Introductions."</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 will <b>free write/flash draft</b> to a prompt. I will study another author's text in order to emulate the good qualities that the writer used. (Session 9)</p> <p><u>Materials:</u> "Mr. Flute, Be All Right"/anchor chart of lessons from Mentor Text and handout for evidence hunt.</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 evaluate or judge my personal writing by using a reflective narrative rubric.</p> <p><u>Materials:</u> Reflective Narrative Checklist/ rubric and the latest personal narrative students have been working on</p> <p><u>Mini-Lesson:</u></p>

	<p>LEADS with students that will engage the reader as they begin to write their narratives.</p> <p><u>Guided Practice</u> Small group and/or one on one instruction or conferencing</p> <p><u>Independent Practice:</u> Students will revise the LEAD of their personal narrative using one of the LEADS discussed.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p>TTW will display examples of when to begin a new paragraph.</p> <p><u>Guided Practice:</u> Students will work with an elbow partner to find examples of the four times to begin a new paragraph in “Thank You, Ma’am.”</p> <p><u>Independent Practice:</u> Students will continue writing their personal narrative of a “small moment” and practice changing paragraphs.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p>TTW discuss what it means to orient the reader in the introduction of a narrative.</p> <p><u>Guided Practice:</u> Small group and/or one on one instruction or conferencing</p> <p><u>Independent Practice</u> Students will again revise their LEADS adding details that give the reader a sense of setting, character, and background for small moments.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or conferencing</p>	<p>TTW use mentor text to show how writers use another author’s text to admire, study and emulate the quality of writing</p> <p><u>Guided Practice:</u> Students will discuss with a partner (and some small groups) how the author of a mentor text shows characterization through dialogue, tone, motivation, and actions.</p> <p><u>Independent Practice:</u> Students will use their independent novels to find evidence of how and when a character talks, the way the author makes them say the words and use the tone that shows their personality, how the author explains why the characters act the way they do, and how authors zoom in on the small, but powerful details that capture big moments and feelings.</p> <p><u>Small Group Instruction:</u></p>	<p>TTW handout and discuss the reflective narrative rubric</p> <p><u>Guided Practice:</u> Students will evaluate a sample 6th grader’s reflective narrative by using the scoring rubric.</p> <p><u>Independent Practice:</u> Students will use one of their narratives to evaluate their performance so far.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction or</p>
--	--	--	--	---	--

	<u>Assessment:</u> Written narrative practice	<u>Assessment:</u> Written narrative practice	<u>Assessment:</u> Written narrative practice	Small group and/or one on one instruction or conferencing  <u>Assessment:</u> Written narrative practice	conferencing  <u>Assessment:</u> Conferencing and observation
<b>11:30-11:35</b> <b>Begin 2nd Block</b>	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
<b>11:35-11:45</b> <b>Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
<b>11:45-12:05</b> <b>Word Study/Greek and Latin Roots</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

<b>12:05-12:25 Reading Workshop</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
<b>12:25-1:05 Lunch/Recess</b>					
<b>1:10-1:45 Reading Workshop Continued</b>	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1
<b>1:45-2:50 Writer's Workshop</b>					
<b>2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal</b>					