

Clayton's 6th Grade Literacy Lesson Plan

Date: February 10 - 14

	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 from nonfiction book. (Currently reading a chapter a day from <i>A Long Walk to Water</i>) Fluency Check (Using Packet of Passages)	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using Maya Angelou's poem "Caged Bird") Fluency Check (Using Packet of Passages)	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. (Currently using Maya Angelou's "Woman Work") Fluency Check (Using Packet of Passages)	Read Aloud: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently reading a chapter a day from <i>A Long Walk to Water</i>) Fluency Check (Using Packet of Passages)	Read Aloud: First chapter of a high-interest book or <i>A Long Walk to Water</i> Fluency and Comprehension Check (Using Packet of Passages)

<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Review of relationships between word bases and meanings.</p> <p>Assessment over words with Latin bases nat-, natur- and Greek bases gen-, gener- meaning to be born, to give birth, to produce</p>	<p>Review/Introduce New Morpheme: Spec: to look Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. By changing your perspective on the situation, it may be easier to have a positive attitude. 2. We asked my father to inspect the house before we made an offer. 3. Mr. Lewis thought there was something wrong with his vehicle, but the mechanic's inspection indicated that everything was all right. <p>Encode: perspective inspect inspection</p>	<p>Review/Introduce New Morpheme: Spec: to look Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. Jamarion is an unlikely prospect for the job. 2. The student made a spectacle of herself whenever she slammed the door as she left the classroom. 3. In retrospect, I realize that my parents were just trying to do what was best for me. <p>Encode: prospect spectacle retrospect</p>	<p>Review/Introduce New Morpheme: Spec: to look Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. We can show respect to others by our body language and by the way we talk. 2. Aniyah comes from a very respectable family. 3. The two speakers were chosen to represent opposite ends of the spectrum. <p>Encode: respect respectable spectrum</p>	<p>Review/Introduce New Morpheme: Spec: to look Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. The accident attracted a large crowd of spectators. 2. There are many different aspects of this school that I enjoy. 3. One needs to be circumspect about giving out too much personal information on the Internet. <p>Encode: spectator aspect circumspect</p>
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<p>8:50-9:45 Reading Workshop</p>	<p><u>Standard:</u> RL.6.3</p> <p><u>Student Friendly Objective:</u> I CAN analyze complex text to identify the parts of plot.</p> <p><i>“The Treasure of Lemon Brown”</i></p> <p>Text-Based Activities regarding the Story’s Structure.</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, W.6.3b, SL.6.1, SL.6.4</p> <p><u>Student Friendly Objective:</u> I CAN read and demonstrate comprehension of a short story, with a special focus on making inferences about its theme.</p> <p><u>Materials:</u> Short Story “The All American Slurp”, Comprehension questions, Understanding theme slides</p> <p><u>Mini-Lesson:</u> I do: Remind students that theme is often implied and not clearly stated. Use Powerpoint to further discuss</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, W.6.3b, SL.6.1, SL.6.4</p> <p><u>Student Friendly Objective:</u> I CAN read and demonstrate comprehension of a short story, with a special focus on making inferences about its theme.</p> <p><u>Materials:</u> “The Stone” by Lloyd Alexander</p> <p><u>Mini-Lesson:</u> I do: Go over answers from yesterday’s assignment. You do: Students read the the story</p>	<p><u>Standard:</u> RL.6.1, RL.6.2, W.6.3b, SL.6.1, SL.6.4</p> <p><u>Student Friendly Objective:</u> I CAN read and demonstrate comprehension of a short story, with a special focus on making inferences about its theme.</p> <p><u>Materials:</u> Ways Author’s Express Theme Chart Theme Study Guide</p> <p><u>Mini-Lesson:</u> You do: Students fill out a theme graphic organizer to help them determine the universal theme for the story “The</p>	<p><u>Standard:</u> SL.6.1, RL.6.1, RL.6.2</p> <p><u>Student Friendly Objective:</u> I CAN read a self-selected book independently for 15 minutes while the teacher moderates discussion of Book Clubs.</p> <p>I CAN share possible themes and significant ideas from my shared book during my book club discussion.</p> <p>Comprehension and Fluency Packet Assessment</p> <p>https://www.storylineonline.net/ “Somebody Loves</p>
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	<p><u>Small Group Instruction:</u> Analyze responses from the last Reading Inventory</p>	<p>Theme.</p> <p>We do: Teacher reads aloud text. Ss and teacher work together to identify the implied theme.</p> <p>You do: Students read on in the independent reading books stopping and jotting as they read.</p> <p><u>Small Group Instruction:</u> Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.</p> <p><u>Assessment:</u> Comprehension questions https://betterlesson.com/lesson/610955/theme-the-all-american-slurp-d</p>	<p>“The Stone” with a partner.</p> <p><u>Small Group Instruction:</u> Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.</p>	<p>Stone.”</p> <p>Students continue to read independently from self-selected books, stopping and jotting as they read. Students need to be prepared to share possible themes in class tomorrow.</p> <p><u>Small Group Instruction:</u> Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.</p> <p><u>Assessment:</u> Teacher observation</p>	<p>You, Mr. Hatch”</p>
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9:45-10:25 Activity Classes	Lee's Homeroom: PE	Lee's Homeroom: Micro Time	Lee's Homeroom: Library	Lee's Homeroom: Art	Lee's Homeroom: Music
10:25-11:25 Writer's Workshop	<p><u>Standards:</u> W.6.3, W.6.4, W.6.9, RL.6.3</p> <p><u>Student-Friendly Objective:</u> I CAN map out plot elements in my narrative.</p> <p><u>Materials:</u> "The Erne from the Coast" or "The Scholarship Jacket" or "Papa's Parrot," Writer's Notebook, Plot chart template on chart paper and individual sheets,</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1</p> <p><u>Student-Friendly Objective:</u> I CAN create a conflict(s) with a resolution in my narrative that will lead to an implied theme.</p> <p><u>Materials:</u> "The Erne from the Coast" or "The Scholarship Jacket" or "Papa's Parrot," Writer's Notebook</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1.F</p> <p><u>Student-Friendly Objective:</u> I CAN determine when to use dialogue and what I want to reveal through a character's words. I CAN punctuate direct quotations.</p> <p><u>Materials:</u> "The Erne from the Coast" or "The Scholarship Jacket" or "Papa's Parrot," Writer's Notebook, Chart with three examples of</p>	<p><u>Standards:</u> W.6.3, W.6.4</p> <p><u>Student-Friendly Objective:</u> I CAN proofread and revise my narrative. I CAN make subjects that are interrupted with prepositional phrases agree with the verbs.</p> <p><u>Materials:</u> "The Erne from the Coast" or "The Scholarship Jacket" or "Papa's Parrot," Writer's Notebook, Activity Sheet with sentences where subjects are</p>	<p><u>Standards:</u> W.6.3, W.6.4</p> <p><u>Student-Friendly Objective:</u> I CAN identify the plot elements in mentor texts and explain how individual elements impact the character or theme.</p> <p><u>Materials:</u> Various texts previously read</p> <p><u>Assessment:</u> Review of Week's Learning Goals</p>

	<p>“Show--not Tell” Powerpoint</p> <p><u>Mini-Lesson:</u> I do: Once again TTW model finding the basic plot elements of a short narrative, like “The Boy Who Cried Wolf.” TTW explain how each of the elements work to build a powerful story.</p> <p><u>Guided Practice:</u> We do: Ss will work with an elbow partner to set up plot structures for their narratives.</p>	<p><u>Mini-Lesson:</u> I do: TTW select parts of the conflict(s) from previously read texts and guide the students with questions regarding, “What can one learn from experiencing this?” TTW model using the conflict to create a life lesson.</p> <p><u>Guided Practice:</u> We do: Ss will be given several opportunities to think of conflicts-- both in life, as well as in previous stories and</p>	<p>writing direct quotations</p> <p><u>Mini-Lesson:</u> I do: TTW read selected parts of text and guide the Ss to consider what is learned from the dialogue. TTW demonstrate different ways to punctuate a direct quotation and remind Ss to begin a new paragraph every time the speaker changes.</p> <p><u>Guided Practice:</u> We do: Ss will work in partners to interpret short pieces of dialogue and ask themselves, “What other way</p>	<p>interrupted with prepositional phrases, Narrative Writing Guide</p> <p><u>Mini-Lesson:</u> I do: TTW review the writing guide to clarify expectations of students’ narratives. TTW review that subjects must agree with the verb and that often prepositional phrases interrupt the subject and verb.</p> <p><u>Guided Practice:</u> We do: Using an activity sheet, Ss will be guided to identify prepositional phrases that come between subjects and verbs.</p>	

	<p><u>Independent Practice</u> You do: Ss will take their writing drafts from Friday and revise them to include any plot elements they may have missed.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p> <p><u>Assessment:</u> Teacher observation of students' revising their narratives</p>	<p>consider what life lessons could be learned from their narrative.</p> <p><u>Independent Practice</u> You do: Ss will analyze their narrative draft to ensure that a life lesson or theme can be inferred by the reader.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed.</p> <p><u>Assessment:</u> Teacher observation of writing</p>	<p>could I have shown this trait, etc.?"</p> <p><u>Independent Practice</u> You do: Ss will edit their drafts as they work to include dialogue and dialogue tags as needed.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> Teacher observation using dialogue in their narrative</p>	<p><u>Independent Practice:</u> You do: Ss will complete their narratives. Ss will practice subject and verb agreement within sentences.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> Final Copy of Narrative due</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>

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 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