

Clayton's 6th Grade Literacy Lesson Plan

Date: February 18 - 21

	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	Presidents' Day-- No School	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently using Langston Hughes's poem "A Dream Deferred")</p> <p>Fluency Check (Using Packet of Passages)</p>	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. (Currently using Phyllis Wheatley's poem "On Being Brought from Africa to America")</p> <p>Fluency Check (Using Packet of Passages)</p>	<p>Read Aloud: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently reading a chapter a day from A Long Walk to Water)</p> <p>Fluency Check (Using Packet of Passages)</p>	<p>Read Aloud: First chapter of a high-interest book or A Long Walk to Water</p> <p>Fluency and Comprehension Check (Using Packet of Passages)</p>

<p>8:25-8:50 Word Study Greek/Latin Roots</p>		<p>Review of relationships between words with “spec” and their meanings.</p> <p>Quizlet on the following words:</p> <p>Perspective Inspect Inspection Prospect Spectacle Retrospect Respect Respectable Spectrum Aspect Circumspect Spectator</p>	<p>Assessment over words with spec meaning “to look”:</p> <p>Perspective Inspect Inspection Prospect Spectacle Retrospect Respect Respectable Spectrum Aspect Circumspect Spectator</p>	<p>Review/Introduce New Morpheme: pend-, pens-: to weigh, hang, pay Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. His <u>expenses</u> were more than his pay check. 2. She wore a beautiful rose gold <u>pendant</u> around her neck with a chain that hung low. 3. The book is a much more intelligent and <u>suspenseful</u> thriller than the movie. <p>Encode: Expenses Pendant Suspenseful</p>	<p>Review/Introduce New Morpheme: pend-, pens-: to weigh, hang, pay Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. The price of the blouse has been reduced to <u>compensate</u> for a flaw in the material. 2. If I were an adult, I would be <u>independent</u>, so I guess an <u>independent</u> clause can stand alone. 3. The soap <u>dispenser</u> refuses to respond to constant whacks on its face. <p>Encode: Compensate Independent Dispenser</p>
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<p>8:50-9:45 Reading Workshop</p>		<p><u>Standard:</u> SL.6.1, RL.6.1, RL.6.2</p> <p><u>Student Friendly Objective:</u> The students will be proficient in using the RACER strategy when writing reading responses.</p> <p><u>Mini-Lesson:</u> I do: The teacher will explain the RACER strategy for answering questions about text.</p>	<p><u>Standard:</u> SL.6.1, RL.6.1, RL.6.2</p> <p><u>Student Friendly Objective:</u> The students will be proficient in using the RACER strategy when writing reading responses.</p> <p><u>Materials:</u> RACER graphic organizer</p> <p><u>Mini-Lesson:</u> I do: The teacher will review the parts of the RACER strategy with the class. The teacher will read aloud a story with the class and model writing a response the the</p>	<p><u>Standard:</u> SL.6.1, RL.6.1, RL.6.2</p> <p><u>Student Friendly Objective:</u> The students will be proficient in using the RACER strategy when writing reading responses.</p> <p><u>Materials:</u> RACER graphic organizer</p> <p><u>Mini-Lesson:</u> I do: The teacher will give feedback from yesterday's responses to reading. The teacher will point out areas where the students did well and areas for improvement.</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>Comprehension and Fluency Packet Assessment</p> <p>https://www.storylineonline.net/ "Somebody Loves You, Mr. Hatch"</p> <p>Use RACER to</p>

			<p>text using each step of the RACER strategy. The students will write the example in their binder.</p> <p>We do: The teacher will present the class with a new focus question. Students will work at their table or with a partner to answer the question using the RACE Graphic Organizer.</p> <p>Students will read their independent reading book gathering information on the possible theme or themes found in their text.</p> <p><u>Small Group Instruction:</u> Encode/Decode:</p>	<p>You do: Students will work read a short story or fable independently then answer a question about the text using the RACER strategy.</p> <p><u>Small Group Instruction:</u> Encode/Decode: Long Vowel Patterns. Use words on DSA Form A pg 56.</p> <ul style="list-style-type: none"> • Sample questions from RI. 	<p>answer open response questions. <u>Name: _____</u> RACE Graphic Organizer</p>

			<p>Long Vowel Patterns. Use words on DSA Form A pg 56.</p> <ul style="list-style-type: none"> • Sample questions from RI. 		
<p>9:45-10:25 Activity Classes</p>	<p>Lee's Homeroom: PE</p>	<p>Lee's Homeroom: Micro Time</p>	<p>Lee's Homeroom: Library</p>	<p>Lee's Homeroom: Art</p>	<p>Lee's Homeroom: Music</p>
<p>10:25-11:25 Writer's Workshop</p>		<p><u>Standards:</u> W.6.3, W.6.4, L.6.1</p> <p><u>Student-Friendly Objective:</u> I CAN use prepositional phrases to make writing clearer, orient the reader in time and space, show relationships, and serve as transitions between ideas.</p> <p><u>Materials:</u> Anchor Chart with list of Prepositional</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1.F</p> <p><u>Student-Friendly Objective:</u> I CAN write about a character who goes through a personal change.</p> <p><u>Materials:</u> Writer's Notebook, Changes</p>	<p><u>Standards:</u> W.6.3, W.6.4,L.6.1</p> <p><u>Student-Friendly Objective:</u> I CAN write about a character who goes through a personal change.</p> <p><u>Materials:</u> Writer's Notebook, Changes Narrative: Writing a Story</p>	<p><u>Standards:</u> W.6.3, W.6.4., L.6.1</p> <p><u>Student-Friendly Objective:</u> I CAN write a summary, presenting all of the main points and supporting details briefly.</p> <p><u>Materials:</u> Short passage, https://opentextbc.ca/writingforsucce</p>

		<p>Phrases, Activity with “bare bones” sentences needing prepositional phrases, https://opentextbc.ca/writingforsuccess/chapter/chapter-3-putting-ideas-into-your-own-words-and-paragraphs/</p> <p><u>Mini-Lesson:</u> I do: TTW explain how difficult it is for a reader to find information without clear and concise sentences. TTW will model writing basic sentence structures. TTW show how using prepositional phrases in sentences helps communicate one’s ideas and</p>	<p>Narrative: Writing a Story about Change</p> <p><u>Mini-Lesson:</u> I do: TTW guide students to inquiries about narratives: What makes up a good story? What do all characters need to have? Have you heard of a Changes Narrative before? TTW write examples from previously read stories where characters changed. Ss will</p>	<p>about Change, COPS Strategy Chart: COPS Strategy</p> <p><u>Mini-Lesson:</u> I do: TTW show the “Cinderella” trailer and guide students in a discussion of the character’s changes. TTW use a plot chart and review conflict and theme. TTW guide students through the COPS checklist and remind Ss to include dialogue.</p>	<p>ss/chapter/chapter-3-putting-ideas-into-your-own-words-and-paragraphs/,</p> <p><u>Mini-Lesson:</u> I do: TTW show Ss samples of writing where key points and details have been used to summarize a passage.</p>
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		<p>vary sentence beginnings.</p> <p><u>Guided Practice:</u> We do: TTW guide students to identify prepositional phrases within sentences and note their purpose.</p> <p><u>Independent Practice</u> You do: Ss will practice beginning sentences with prepositional phrases.</p>	<p>be guided to think about the cause of the change and how that change leads to a theme.</p> <p><u>Guided Practice:</u> We do: Ss will work with partners to discuss some ways that they have personally changed throughout their life. They will also discuss how certain experiences shaped them into the person they are today.</p> <p><u>Independent Practice</u> You do: Ss will take ideas from their discussion and use a plot chart to plan their Changes</p>	<p><u>Independent Practice:</u> You do: Students will use their planning from yesterday to begin writing their Changes Narrative Essay</p>	<p><u>Guided Practice:</u> We do: Ss will work in small groups to write a summary from a given passage.</p> <p><u>Independent Practice:</u> You do: Students will work to complete their essays.</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>Narrative Essay on how their character has changed over time.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> Teacher observation</p>	<p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> Teacher observation of student writing</p>	<p><u>Assessment:</u> Submitted Narrative about a character who goes through a personal change and the lesson (theme) learned from the change.</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 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					