

<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Review/Introduce New Morpheme: pend-, pens-: to weigh, hang, pay</p> <p>Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. The <u>pendulum</u> in the grandfather clock swung back and forth. 2. The elephant's trunk is a unique form of <u>appendage</u>. 3. The suspect is out on bail <u>pending</u> his appeal on theft charges. <p>Encode: Pendulum Appendage Pending</p>	<p>Review/Introduce New Morpheme: pend-, pens-: to weigh, hang, pay</p> <p>Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. To most teenagers, their mobile phones are <u>indispensable</u> to their happiness. 2. You are temporarily in <u>suspension</u> every time you jump into the air--though only for a few seconds. 3. The old man had to find a part-time job because his <u>pension</u> was not enough to pay his bills. <p>Encode: Indispensable Suspension Pension</p>	<p>Review of relationships between word bases/roots and meanings.</p> <p>Page 83, "Go for the Gold!" in <i>Building Vocabulary from Word Roots</i></p> <p>Expenses Pendant Suspenseful Compensate Independent Dispenser Pendulum Appendage Pending Indispensable Suspension Pension</p>	<p>Assessment over words with pend-, pens- meaning "to weigh, hang, pay":</p> <p>Expenses Pendant Suspenseful Compensate Independent Dispenser Pendulum Appendage Pending Indispensable Suspension Pension</p>	<p>Review/Introduce New Morpheme: -cede, -ceed, -cess, -sede: to go</p> <p>Context/Decode/ Define:</p> <ol style="list-style-type: none"> 1. In time, the features of the smartphone may <u>supersede</u> those of the personal computer. 2. If the discussion becomes too heated, the teacher will <u>intercede</u> to break up the argument. 3. Getting plenty of sleep at night is a <u>necessity</u>. <p>Encode: Supersede Intercede Necessity</p>

<p>8:50-9:45 Reading Workshop</p>	<p><u>Standards:</u> RL.6.1, RL.6.3, RL.6.4</p> <p><u>Student Friendly Objective:</u> The students CAN analyze "Mother to Son" and explain the metaphor presented in the poem.</p> <p><u>Materials:</u> A copy of "Mother to Son" by Langston Hughes for each student Video: https://www.youtube.com/embed/HJniSeLewR0</p> <p><u>Mini-Lesson:</u> <u>I do:</u> TTW show video to build background knowledge on</p>	<p><u>Standards:</u> RL.6.1, RL.6.3, RL.6.4</p> <p><u>Student Friendly Objective:</u> The students CAN identify literary devices and evaluate the mood of "Stopping By Woods on a Snowy Evening."</p> <p><u>Materials:</u> Copy of "Stopping By Woods on a Snowy Evening"</p> <p><u>Mini-Lesson:</u> <u>I do:</u> The teacher will read the poem aloud and bring</p>	<p><u>Standards:</u> RL.6.1, RL.6.3, RL.6.4</p> <p><u>Student Friendly Objective:</u> The students CAN read and analyze poetry.</p> <p><u>Materials:</u> Learning to Read by Harper</p> <p><u>Mini-Lesson:</u> <u>You do:</u> The students will read "Learning to Read" and answer</p>	<p><u>Standards:</u> 6th grade RL & RI standards</p> <p><u>Student Friendly Objective:</u> Students will take reading level assessment.</p> <p><u>Materials:</u> Computers Moby Max login information for each student</p> <p><u>MiniLesson:</u> <u>You do:</u> Students take MobyMax assessment</p>	<p>Students will read self-selected books independently.</p> <p>Running Records</p> <p>Comprehension and Fluency Packet Assessment</p> <p>Opportunities to complete any missing work from the week.</p>

	<p>Harlem Renaissance. Read the poem aloud. Close read with the students noticing figurative language and sensory words in text.</p> <p><u>We do:</u> Students read poems and analyze the text by answering questions and annotating on their copy of the poem.</p> <p><u>You do:</u> Using the RACE method students answer the following question: What does the narrator mean by, "Life for me ain't been no crystal stair?" Explain metaphor.</p>	<p>the students' attention to the way the author uses sound to create a mood. Also, highlight examples of alliteration.</p> <p><u>We do:</u> At their table have the students look at each stanza answering questions to deepen their understanding. Have tables share their responses.</p> <p><u>You do:</u> Students answer reflective questions to see what the students can infer about the meaning of this poem.</p>	<p>guided questions to analyze the poem.</p> <p>Class discussion following:</p> <ul style="list-style-type: none"> • Why didn't the masters want to slaves to have knowledge? Explain your answer. Cite evidence from the text to support your answer. • What is the relationship between literacy (knowing how to read) and power? • What does this text teach us about prejudice and discrimination 	<p>Students will read the next two chapters of <i>The Watsons Go to Birmingham</i>.</p>	
--	--	---	--	---	--

	<p><u>Small Groups:</u> Reading Comprehension (retelling) Reading Inventory sample questions.</p>	<p><u>Small Groups:</u> Reading Comprehension (retelling) Reading Inventory sample questions.</p> <p><u>Assessment:</u> Reflective questions</p>	<p>n, education, and social mobility? Explain your answer.</p> <p><u>Small Groups:</u> Reading Comprehension (retelling) Reading Inventory sample questions.</p>		
<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, W.6.9, RL.6.3</p> <p><u>Student-Friendly Objective:</u> I CAN listen to Martin Luther King's "I Have a Dream" speech and write my</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 problem caused by a person who was being</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1.F</p> <p><u>Student-Friendly Objective:</u> I CAN create a realistic dialogue between two real characters in order</p>	<p><u>Standards:</u> W.6.3, W.6.4</p> <p><u>Student-Friendly Objective:</u> I CAN write an essay about a barrier that I have faced and explain</p>	<p><u>Standards:</u> W.6.3, W.6.4</p> <p><u>Student-Friendly Objective:</u> I CAN show that I understand the figurative meaning of two different</p>

	<p>own speech using his ideas as a model.</p> <p><u>Materials:</u> MLK speech audio, text version of the speech, "I have a dream, too", sentence completion sheet to plan student's own speech: Write Your Own "I Have a Dream" Speech</p> <p><u>Mini-Lesson:</u> I do: TTW play the audio clip of MLK's speech as students follow with their copies of the text. TTW will lead students through an analysis of the speech.</p>	<p>"narrow-minded."</p> <p><u>Materials:</u> Writer's Notebook, Computer, "Jackie Robinson at Home in the Major Leagues" Play: Jackie Robinson Extension Activities</p> <p><u>Mini-Lesson:</u> I do: TTW ask for volunteers to read the short play. TTW explain that Robinson's good friend, PeeWee Reese, called Enos Slaughter and Terry Moore</p>	<p>to show the inner struggles and hardships that one Character faces.</p> <p><u>Materials:</u> Breaking Barriers, List of Nine Values for each student, Biography of Jackie Robinson Freedom: A History of US. Biography. Jackie Robinson PBS, Writer's Notebook, audio version of national anthem</p> <p><u>Mini-Lesson:</u> I do: TTW read the short biography of Jackie Robinson. Then TTW choral read with the students "The Star Spangled Banner." TTW explain that after becoming an</p>	<p>how I used at least one of Jackie Robinson's nine values to face the barrier.</p> <p><u>Materials:</u> Breaking Barriers, List of Nine Values for each student, Biography of Jackie Robinson Freedom: A History of US. Biography. Jackie Robinson PBS, Writer's Notebook</p> <p><u>Mini-Lesson:</u> I do: TTW review the nine values and guide the students in determining the meaning of them.</p>	<p>idioms and create a "visual" to teach others.</p> <p><u>Materials:</u> Computer, List of Idioms: Untitled document, Sheet with Criteria for Student-Created Poster</p> <p><u>Mini-Lesson:</u> I do: TTW review the shared list of idioms and discuss the difference between figurative and literal meanings of words and phrases. TTW</p>
--	---	--	---	--	--

	<p><u>Guided Practice:</u> We do: TTW model writing a speech of her dreams for the future as she guides students through writing their own ideas.</p>	<p>“narrow-minded” because they did not want to play baseball with an African American man.</p> <p><u>Guided Practice:</u> We do: TTW guide students to think about what it means to be “narrow-minded”. Students will work with a partner to think of what it means and of situations where a person has created a problem by being narrow-minded.</p>	<p>accepted major league baseball player, Robinson Told PeeWee that he finally felt like the anthem was being played for him, too.</p> <p><u>Guided Practice:</u> We do: Students will listen to the national anthem and imagine they are Robinson. They will be guided to think of what the words means and how does the song make them feel.</p>	<p><u>Guided Practice:</u> We do: Students will work with their elbow partner to give ideas or situations about how having certain values helped them face barriers.</p>	<p>review the expectations of the project.</p> <p><u>Guided Practice:</u> We do: Students will be guided to find the figurative meanings of their selected idioms and complete the criteria to produce two eye-appealing posters.</p>
	<p><u>Independent Practice</u> You do: Students will take their sentence completion sheet</p>	<p><u>Independent Practice</u> You do: Students will write about a bad experience they</p>	<p><u>Independent Practice</u> You do: Students will write an essay or a journal entry from</p>	<p><u>Independent Practice:</u> You do: Students will take ideas from their partner and</p>	<p><u>Independent Practice:</u> You do: Students will create their idiom posters according</p>

	<p>and use it to write a speech that is elaborated with specific details about their hopes for the future.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p> <p><u>Assessment:</u> Teacher observation of students' speeches</p> <p>Quill.org -- Punctuating Quotations</p>	<p>have had because of a person who was narrow-minded. They will consider how the problem was handled, or they can write a dialogue between themselves and that person.</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>Jackie's point of view regarding how the meaning of the words are now relevant to him.</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>Quill.org -- subject-verb agreement</p>	<p>begin a reflective narrative of a barrier they faced and try to include one of the nine values that they may have used to help them overcome the situation.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> Rough draft of writing</p> <p>Quill.org -- Pronoun- antecedent Agreement</p>	<p>to the criteria.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u> The figurative meaning of the idioms and other criteria (as stated) on the poster.</p>
--	--	--	--	--	---

11:30-11:35 Begin 2nd Block	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer	Good Things/ Bellringer
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					