

Clayton's 6th Grade Literacy Lesson Plan

Date: March 2 - 5

	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	<p>Read Aloud: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Currently reading a chapter a day from the narrative, A Long Walk to Water)</p> <p>Fluency Check (Using Packet of Passages)</p>	<p>Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. (Using a ReadWorks narrative to model a reflective narrative) https://www.readworks.org/article/Temporary-Employment/f4edae39-9e1c-4036-a52f-f16ec9d4b905#!articleTab:content/</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. (Using "Charles" by Shirley Jackson to model reflective narratives.) https://www.youtube.com/watch?v=gjsDfJJ7N9g</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 the narrative, 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</p>

					Passages)
<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Review/Introduce New Morpheme: -cede, -ceed, -cess, -sede: to go</p> <p>Context/Decode/ Define:</p> <p>1. He had started jogging in an effort to get rid of a little <u>excess</u> weight.</p> <p>2. Lions and house cats evolved from a common <u>ancestor</u>.</p> <p>3. If you look closely at Earl's hair, you can see where his hairline has started to <u>recede</u>.</p> <p>Encode: Excess Ancestor</p>	<p>Review/Introduce New Morpheme: -cede, -ceed, -cess, -sede: to go</p> <p>Context/Decode/ Define:</p> <p>1. Unfortunately, alcohol is easily <u>accessible</u> to college students.</p> <p>2. The wide belt is the perfect <u>accessory</u> for the bell bottom jeans. OR The victim's husband is charged with being an <u>accessory</u> to the crime.</p> <p>3. As my teacher stared at me, I had to <u>concede</u> that I had cheated on the test.</p> <p>Encode: Accessible</p>	<p>Review/Introduce New Morpheme: -cede, -ceed, -cess, -sede: to go</p> <p>Context/Decode/ Define:</p> <p>1. Sometimes a tingling sensation in the arm will <u>precede</u> a heart attack.</p> <p>2. The Vice-president is usually the <u>successor</u> if the President should become unable to serve.</p> <p>3. The medical procedure is likely to take an hour, depending on which part of the body is being scanned.</p> <p>Encode: Precede</p>	<p>Review of relationships between word bases and meanings.</p> <p>Supersede Intercede Necessity Excess Ancestor Recede Accessible Accessory Concede Precede Successor Procedure</p>	<p>Assessment over words with ced-, ceed-, cess- sede- meaning "to go"</p> <p>Supersede Intercede Necessity Excess Ancestor Recede Accessible Accessory Concede Precede Success Procedure</p>

	Recede	Accessory Concede	Successor Procedure		
<p>8:50-9:45 Reading Workshop</p>	<p><u>Standard:</u> RI.6.2, RI.6.6</p> <p><u>Student Friendly Objective:</u> I CAN practice the strategy of finding the main idea and supporting details in a nonfiction passage.</p> <p><u>Materials:</u> Rachel Carson's Silent Spring: Readworks</p> <p><u>Mini-Lesson:</u> I do: The teacher will teach students how to use close reading to determine the main idea and supporting details. Have students read the text independently.</p> <p>We do: The teacher</p>	<p><u>Standard:</u> RI.6.2, RI.6.6</p> <p><u>Student Friendly Objective:</u> I CAN apply the strategy of finding the main idea and supporting details in a nonfiction passage.</p> <p><u>Materials:</u> Rachel Carson Passage Simone Bile Passage: https://www.monlit.org/en/texts/simone-biles</p> <p><u>Mini-Lesson:</u> I do: The teacher will teach students how to use the key details and main idea to write a summary. The teacher will model</p>	<p><i>Reading Inventory</i></p> <p>Independent Reading: 15 minutes</p>	<p><u>Standard:</u> RI.6.2, RI.6.6</p> <p><u>Student Friendly Objective:</u> I CAN apply the strategy of finding the main idea and supporting details in a nonfiction passage</p> <p><u>Materials:</u> Simone Bile Passage: https://www.monlit.org/en/texts/simone-biles Graphic Organizer:https://achievethecore.org/content/upload/ttc_import/1408063989-12-5610/C_Bibb_Scholastic_Graphic_Organizers_-_page_6.p</p>	<p>Review Author's Purpose, Main Idea (Central Idea), support details, summarization</p> <p>Use a nonfiction text to review reading strategies.</p> <p>Comprehension and Fluency Packet Assessment</p> <p><u>Assessment:</u> Test Monday.</p>

	<p>will model sharing something she gleaned from the passage. Have students Think-Pair-Share at their table. Teacher models picking out the main idea and key details in the text.</p> <p><u>Small Group Instruction:</u> Reading Comprehension (retelling) Reading Inventory sample questions.</p>	<p>how to organize thoughts to form a good summary.</p> <p>We do: Remind students of close reading strategies when reading nonfiction text. *Activate Prior Knowledge *Review vocabulary *write down thinking *write down questions *pay close attention to the title and subtitles * pay close attention to text features *write a summary</p> <p>You do: Students will read a passage on Simone Biles and determine the main idea and supporting details.</p>		<p>df</p> <p><u>Mini-Lesson:</u> You do: Students read the passage again with a partner. Students compare their thoughts and notes on key details and main idea.</p> <p>Students answer Text-Dependent Questions independently.</p> <p><u>Assessment:</u> Students turn in main idea and details graphic organizer</p> <p><u>Small Group Instruction:</u> <u>Small Groups:</u> Reading Comprehension (retelling) Reading</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 think of an event or experience and then analyze the meaning of the experience and what can be learned from</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1</p> <p><u>Student-Friendly Objective:</u> I CAN organize my reflective essay by using a basic outline.</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1.F</p> <p><u>Student-Friendly Objective:</u> I CAN re-imagine my experience and determine what is the most important thing that I learned from</p>	<p><u>Standards:</u> W.6.3, W.6.4</p> <p><u>Student-Friendly Objective:</u> I CAN write a draft of a reflection essay based on a topic idea I have selected.</p>	<p><u>Standards:</u> W.6.3, W.6.4</p> <p>Students will continue working on their reflective essay and begin the proofreading</p>

	<p>it.</p> <p><u>Materials:</u> Writer's Notebook, Chart that lists the most subjects that a reflective essay includes, an idea web template https://owlcation.com/humanities/How-to-Write-a-Reflective-Essay-with-Sample-Essays</p> <p><u>Mini-Lesson:</u> I do: TTW define a reflective essay, which requires writers to open up about their thoughts and emotions in order to paint a true picture of their history, personality, and individual traits. TTW share categories of topic ideas for a reflective essay.</p>	<p><u>Materials:</u> Writer's Notebook, Anchor Chart of an outline for students to follow, Sample Essay, Sequence Chart</p> <p><u>Mini-Lesson:</u> I do: TTW model using an outline of a great reflective essay by showing students that the first paragraph should be an introduction to which students identify the subject and give the reader a general overview of the impression it made on them. TTW</p>	<p>this experience.</p> <p><u>Materials:</u> Writer's Notebook, List of Reflection Questions</p> <p><u>Mini-Lesson:</u> I do: TTW will emphasize that once a student has selected a topic, he may need to close his eyes and remember, read, watch, listen, or imagine in order to think vividly or re-experience the subject. TTW guide students to write down</p>	<p><u>Materials:</u> Writer's Notebook, Sample Essay</p> <p><u>Mini-Lesson:</u> I do: TTW read a sample essay on a Visit to the Beach and note the points that were covered during the week. TTW emphasize purpose in that writing reflective essays helps them understand and analyze their own life experiences as</p>	<p>and revision process when finished.</p> <p>Students will continue working on assigned lessons in Quill based on the recommendations from their diagnostic test.</p> <p><u>Assessment:</u> Review of Week's Learning Goals and the first draft of their reflective essay.</p>
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	<p><u>Guided Practice:</u> We do: Students will jot down ideas that are sparked as the subcategories of topics are discussed.</p>	<p>elaborate on the need to include a thesis statement and a “hook.”</p> <p><u>Guided Practice:</u> We do: Students will be guided through the expectations of body paragraphs and the concluding paragraph.</p>	<p>everything they can think of about their topic and to think about smells, tastes, and noises.</p> <p><u>Guided Practice:</u> We do: Students will read through a list of reflection questions and answer at least three that they want to answer.</p>	<p>well as grow emotionally as one learns to understand himself better.</p> <p><u>Guided Practice:</u> We do: Students will take notes as the teacher reads for discussion points when writing their essays.</p>	
	<p><u>Independent Practice:</u> You do: Students will look at the notes they made and choose one of those ideas or another idea they like, and begin exploring details by writing them in an idea web.</p>	<p><u>Independent Practice</u> You do: Students will list their events from their topic idea in order on a sequence chart. their topic ideas in order using a sequence chart.</p>	<p><u>Independent Practice</u> You do: Based on what is deemed as the most important thing learned from this experience, students will write their thesis statement and begin their essay.</p>	<p><u>Independent Practice:</u> You do: Students will write their first draft of their selected topic.</p>	
	<p><u>Small Group Instruction:</u> Any one-on-one</p>	<p><u>Small Group Instruction:</u> Any one-on-one</p>	<p><u>Small Group Instruction:</u> Small group</p>	<p><u>Small Group Instruction:</u> Small group</p>	

	<p>help as needed</p> <p><u>Assessment:</u> Teacher observation of student planning.</p> <p>Students will continue working on assigned lessons in Quill based on the recommendations from their diagnostic test.</p>	<p>help as needed.</p> <p><u>Assessment:</u> Teacher observation of planning</p> <p>Students will continue working on assigned lessons in Quill based on the recommendations from their diagnostic test.</p>	<p>and/or one on one instruction</p> <p><u>Assessment:</u> Teacher observation</p> <p>Students will continue working on assigned lessons in Quill based on the recommendations from their diagnostic test.</p>	<p>and/or one on one instruction</p> <p><u>Assessment:</u> Teacher observation</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					