

Clayton's 6th Grade Literacy Lesson Plan

Date: March 9 - 13

	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 the narrative, A Long Walk to Water) Fluency Check (Using Packet of Passages)	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt from nonfiction book. Nonfiction Reading Test Koko Fluency Check (Using Packet of Passages)	Shared Reading: Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book. Nonfiction Reading Test Mongooses 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 the narrative, A Long Walk to Water) Fluency Check (Using Packet of Passages)	Read Aloud: First chapter of a high-interest book or A Long Walk to Water Fluency and Comprehension Check (Using Packet of Passages)

<p>8:25-8:50 Word Study Greek/Latin Roots</p>	<p>Review/Introduce New Morpheme: -cis: to cut, as in scissors</p> <p>Context/Decode/ Define:</p> <p>1. An <u>indecisive</u> shopper, the customer could not choose between the two dresses she liked. 2. Be sure to take <u>precise</u> measurements before you cut the cloth. 3. His arguments were <u>concise</u>, simple, and clear.</p> <p><u>Encode:</u> Indecisive Precise Concise</p>	<p>Review/Introduce New Morpheme: -cis: to cut, as in scissors</p> <p>Context/Decode/ Define:</p> <p>1. Your <u>incisors</u> are the teeth at the front of your mouth that you use for biting into food. 2. To do brain surgery, not only is a precise <u>incision</u> required around the head, but an even more careful cut must be made in the skull. 3. Leroy's girlfriend disliked his negative <u>criticism</u> of her hair, so she shaved her head.</p> <p><u>Encode:</u> Incisors Incision Criticism</p>	<p>Review/Introduce New Morpheme: -form: to shape</p> <p>Context/Decode/ Define:</p> <p>1. The pumpkin's <u>transformation</u> to a carriage for Cinderella was quite a feat! 2. In order to <u>reform</u> his negative behaviors, Earl's parents put him in a military school. 3. He was born with a slight <u>deformity</u>, which made him walk with a limp.</p> <p><u>Encode:</u> Transformation Reform Deformity</p>	<p>Review/Introduce New Morpheme: -form: to shape</p> <p>Context/Decode/ Define:</p> <p>1. Students must <u>conform</u> to the bus rules for safety reasons. 2. As the judge enters the courtroom, <u>formality</u> calls upon all people in the room to stand. 3. It could take months for scientists to <u>formulate</u> a vaccine for the new virus.</p> <p><u>Encode:</u> Conform Formality Formulate</p>	<p>Review of relationships between word bases/roots and meanings.</p> <p>Assessment over words with -cis and -form roots:</p> <p>Indecisive Precise Concise Incisors Incision Criticism Transformation Reform Deformity Conform Formality Formulate</p>

<p>8:50-9:45 Reading Workshop</p>	<p><u>Standard:</u> RL.6.3, RL.6.5</p> <p><u>Student Friendly Objective:</u> The students will describe how a story's or drama's plot unfolds in a series of events. The students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>Materials:</u> "The Old Grandfather and His Little Grandson" & "The Wounded Wolf"</p> <p><u>Mini-Lesson:</u> I do: The teacher will remind students of the following</p>	<p><u>Standard:</u> RL.6.3, RL.6.5</p> <p><u>Student Friendly Objective:</u> The students will describe how a story's or drama's plot unfolds in a series of events. The students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>Materials:</u> "The Wounded Wolf" After You Read Questions</p> <p><u>Mini-Lesson:</u> We do: Read "The Wounded Wolf" together asking</p>	<p><u>Standard:</u> RL.6.3, RL.6.5</p> <p><u>Student Friendly Objective:</u> The students will describe how a story's or drama's plot unfolds in a series of events. The students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>Materials:</u> "The Tail" By Joyce Hansen</p> <p><u>Mini-Lesson:</u> I do: Invite students to think about a baby-sitter they</p>	<p><u>Standard:</u> RL.6.3, RL.6.5</p> <p><u>Student Friendly Objective:</u> The students will describe how a story's or drama's plot unfolds in a series of events. The students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>Materials:</u> "The Tail" By Joyce Hansen</p> <p><u>Mini-Lesson:</u> We do: Read half of "The Tail" together as a</p>	<p>Comprehension and Fluency Packet Assessment</p> <p>Use a nonfiction text to review reading strategies: Grade 6 Test or 2018 Grade 6 English Language Arts Released Questions</p>
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	<p>components of fictional text and give examples from stories read in class: conflict (internal, external), characterization, character traits, theme</p> <p>We do: Read “The Old Grandfather and His Little Grandson”</p> <p>Ask questions in the margin to help students consider character traits, conflict, character’s actions and theme</p> <p>You do: Students read “The Wounded Wolf”</p> <p>Prentice Hall Adapted Reader</p> <p><u>Small Group:</u> Use ACT Aspire Success Strategies book Teach/Review common 6th grade test language</p>	<p>questions in the margin.</p> <p>You do: Students will answer After You Read Questions. Students read their independent reading book and record information about plot development and character development.</p> <p><u>Small Group Instruction:</u> Use ACT Aspire Success Strategies book Teach/Review common 6th grade test language</p> <p><u>Assessment:</u> Students answer After You Read Questions for the selection.</p>	<p>have had. Make a list describing the person’s traits. Display the vocabulary warm-up page. Have students rate their understanding of the words.</p> <p>We do: Read half of “The Tail” together as a class or with partners. Ask questions and Think Aloud.</p> <p>You do: Students read their independent reading book and record information about plot development and character development.</p> <p><u>Small Group Instruction:</u> Use ACT Aspire Success Strategies book</p>	<p>class or with partners. Ask questions and Think Aloud.</p> <p>We do/You do: Task: Give students a copy of Details to Make Inferences model the first example. Have students complete the rest of the chart.</p> <p><u>Small Group Instruction:</u> Use ACT Aspire Success Strategies book Teach/Review common 6th grade test language</p> <p><u>Assessment:</u> Teacher observation</p>	
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			Teach/Review common 6th grade test language		
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.6.2.b, W.6.2.c, L.6.2</p> <p><u>Student-Friendly Objective:</u> I CAN analyze problems that make my reflective essay less effective and revise to make it more effective.</p> <p><u>Materials:</u> Writer's Notebook, Handouts: Effective and Ineffective Personal Narratives</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1</p> <p><u>Student-Friendly Objective:</u> I CAN write realistic dialogue in my reflective essay and punctuate it according to conventions.</p> <p><u>Materials:</u> Writer's Notebook, Handouts: Grounding Dialogue in Scenes, How to</p>	<p><u>Standards:</u> W.6.1.e, W.6.3, L.6.2</p> <p><u>Student-Friendly Objective:</u> I CAN share a lesson learned or express how the experience changed me while writing a strong conclusion.</p> <p><u>Materials:</u> Writer's Notebook, Handouts: Conclusions, Reflective Close</p>	<p><u>Standards:</u> W.6.3, W.6.5, L.6.2</p> <p><u>Student-Friendly Objective:</u> During revision, I CAN consider the purpose of my writing while answering the "So What?" question.</p> <p><u>Materials:</u> Writer's Notebook, Handouts: The Rule of SO WHAT?</p>	<p><u>Standards:</u> W.6.3, W.6.4, L.6.1.b</p> <p>Students will practice strategies to answer open response questions: Unit of Study: MCAS Test Prep</p> <p>Students will distinguish between reflexive and intensive pronouns: Reflect Back and Intensify</p> <p><u>Assessment:</u></p>

	<p><u>Mini-Lesson:</u> I do: TTW discuss a list of difficulties that students face in writing their essays, such as lack of purpose, focus, and pace. TTW emphasize qualities that effective reflection essays contain.</p>	<p><u>Punctuate Dialogue</u></p> <p><u>Mini-Lesson:</u> I do: TTW remind Students that all narratives are made up of individual scenes in the overall story, and in these scenes, characters talk to each other. When writing a scene, it is easy to get caught up in the dialogue...so much so that one fails to remember the other parts of the scene.</p>	<p><u>Mini-Lesson:</u> I do: TTW emphasize the definition of reflection: looking back on an experience and determining the importance of that experience, what you learned; insightful, considered thoughts about a subject. The conclusion piece looks back over the story and shares a lesson learned with the reader.</p>	<p><u>Mini-Lesson:</u> I do: TTW show students how the rule of “so what” is great to know when writing the first draft but also for is necessary consideration while revising. Students must find deep meanings in their lives or of their characters’ lives in order for readers to find meanings in their own lives.</p> <p><u>Guided Practice:</u> We do: Students will listen for the point or “so what?” in each other’s stories as they read them in</p>	<p>Submission of Reflective Essay to Google Classroom for Scoring and Celebratory Read-Alouds</p>
	<p><u>Guided Practice:</u> We do: Students will be guided through the Goldilocks rule of “just right” pacing to prevent being</p>	<p><u>Guided Practice:</u> We do: Students will be guided to look at sample dialogue and revise scenes by adding more</p>	<p><u>Guided Practice:</u> We do: Students will share with an elbow partner something they learned from</p>		

	<p>bogged down with unimportant ideas, through the engaging of the reader right from the beginning, and the embedding of the who-what-when-where-why context in the narrative.</p> <p><u>Independent Practice:</u> You do: Students will apply strategies learned from the mini-lesson to their topic.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed</p>	<p>action, setting, and specific dialogue tags. Ss will discuss with partners strategies to make dialogue realistic, including the way characters would sound and including speech tics when they make sense.</p> <p><u>Independent Practice</u> You do: Students will revise their dialogue, evaluating it for effective use of dialogue tags and realistic conversation.</p> <p><u>Small Group Instruction:</u> Any one-on-one help as needed.</p>	<p>reflecting on the experience they are writing about. Students may choose to offer some thoughts about the experience and how it changed their lives.</p> <p><u>Independent Practice</u> You do: As students near completion of their essay, they will focus on writing a strong conclusion that may show what they learned from the experience.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p>	<p>small groups. They will look for either an implicit or explicit point because writers who have something to think about give the readers something to think about.</p> <p><u>Independent Practice:</u> You do: Students will proofread and revise their reflective essay for submission, ensuring that they have a purpose in their writing.</p> <p><u>Small Group Instruction:</u> Small group and/or one on one instruction</p> <p><u>Assessment:</u></p>	
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	<p><u>Assessment:</u> Teacher observation of writing</p> <p>Students will continue working on assigned lessons in Quill based on the recommendations from their diagnostic test.</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><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>	Teacher observation of Writing	
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	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1	Same as Block 1

and Latin Roots					
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					