

## MicroSociety 6th Grade Literacy Lesson Plan

**Date:** August 13 - 16

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:00-8:10</b>		Good Things Independent Reading	Good Things Independent Reading	Good Things Independent Reading	Good Things Independent Reading
<b>8:10-8:25</b> <b>Read Aloud:</b> May be combined with a Reading or Writing Workshop lesson		Classroom Procedures	Selected Passage	Selected Passage	Selected Passage
<b>8:25-8:50</b> <b>Word Study</b> <b>Greek/Latin</b> <b>Roots</b>		Syllable Types and Division Rules  Introduction: Syllable Patterns Have students define what a syllable is MSP: Clap-Out words together and then with partners Practice: Students	Syllable Types and Division Rules  Introduction: Six Syllable Types MSP: Foldables for Six Syllable Types Practice: Students will complete HO 2.2	Syllable Types and Division Rules  Introduction: (VC/CV) syllable division MSP: Spell words from dictation and divide into syllables according to pattern Practice: Students	Syllable Types and Division Rules  Introduction: (V/CV) syllable division MSP: Discuss with partners new words that fit pattern. Practice: Students will find words that

		will complete HO 2.1		will find words containing the VCCV pattern in a reading selection and complete HO 2.3	fit the two syllable patterns studied and complete HO 2.4
<p><b>8:50-9:45</b> <b>Reading</b> <b>Workshop</b></p>		<p>Introduce classroom library and check-in and check-out procedures</p> <p>Procedures and expectations for Reading Workshop</p> <p>Set-up Reading Notebook</p>	<p>Book Pass where students preview books.</p> <p>Book Talks</p> <p>Review procedures and expectations for Reading Workshop</p> <p>Reading PreAssessment for Unit One: Character Study</p>	<p><u>Standard:</u> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Student-Friendly Objective:</u> Students will learn what they should be doing and thinking about during a read aloud with an emphasis on multiple character traits.</p> <p><u>Materials:</u> Post-it Notes and “Popularity” passage</p>	<p><u>Standard:</u> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Student-Friendly Objective:</u> TSW... Students will learn what they should be doing and thinking about during a read aloud with an emphasis on multiple character traits.</p> <p><u>Materials:</u> Picture book, Post-It Notes and self-selected reading book</p>

				<p><u>Mini-Lesson:</u> TTW: Read aloud the first excerpt of “Popularity” and demonstrate how to consider the character’s dominant traits. Generate a list of character trait vocabulary</p> <p><u>Guided Practice:</u> Students will create a list of character traits from the read aloud excerpts and show evidence for their traits.</p> <p><u>Independent Practice:</u> Students will read independently and identify character traits in their own books. *”Lean-in” Comments on pg. 18</p>	<p><u>Mini-Lesson:</u> TTW: Read aloud half of a picture book and demonstrate how to consider the character’s dominant traits. Continue reading book.</p> <p><u>Guided Practice:</u> Students will create a list of character traits from the text and provide evidence for their ideas.</p> <p><u>Independent Practice:</u> Students will read independently and identify more than one character trait in their own books.</p> <p><u>Small Group Instruction:</u> Conferencing about book choice</p>
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<p><b>9:45-10:25</b> <b>Activity Classes</b></p>		<p><u>Cartwright:</u> Library <u>Clayton:</u></p>	<p><u>Cartwright:</u> <u>Clayton:</u></p>	<p><u>Cartwright:</u> <u>Clayton:</u></p>	<p><u>Cartwright:</u> <u>Clayton:</u></p>
<p><b>9:25-11:20</b> <b>Writer's</b> <b>Workshop</b></p>		<p>Classroom Procedures</p>	<p>Personal Narrative Pre-Assessment</p>	<p><u>Standard:</u> W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> The Student will set up their Writer's Notebook and set goals.</p> <p><u>Materials:</u> Writer's Notebook "My Writing Goals" Chart</p> <p><u>Mini-Lesson:</u> TTW: Model</p>	<p><u>Standard:</u> W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> The students will examine the personal narrative works of others.</p> <p><u>Materials:</u> Ai's notebook example <u>Mini-Lesson:</u> TTW: Model looking at a finished piece of work and point out some of the strategies that the</p>

				<p>Notebook set-up using her own Writer's Notebook</p> <p><u>Independent Practice:</u> Students will set up Writer's Notebook with teacher guidance. Students will have the freedom to decorate and make their notebook their own.</p>	<p>writer probably used.</p> <p><u>Guided Practice:</u> Students will work as partners to continue reading the text and discussing what the writer did to achieve certain effects.</p> <p><u>Independent Practice:</u> Students are given an example of a personal narrative to read and annotate what other writers have done.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher observation</p>
<p><b>11:20-11:25</b> <b>Begin 2nd Block</b></p>	<p>Good Things/ Independent Reading</p>	<p>Good Things/ Independent Reading</p>	<p>Good Things/ Independent Reading</p>	<p>Good Things/ Independent Reading</p>	<p>Good Things/ Independent Reading</p>
<p><b>11:25-11:40</b> <b>Read Aloud:</b></p>					

<b>May be combined with a Reading or Writing Workshop lesson</b>					
<b>11:40-11:55 Word Study/Greek and Latin Roots</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>
<b>11:55-12:25 Reading Workshop</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>
<b>12:25-1:05 Lunch/Recess</b>					
<b>1:05-1:20 Reading Workshop Continued</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>
<b>1:20-2:15 Writer's Workshop</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>	<b>Same as Block 1</b>
<b>2:15-2:50 Interventions</b>					

**2:50-3:20**

**Journaling, Independent Reading, Pack Up, Dismissal**