

MicroSociety 6th Grade Literacy Lesson Plan

Date: August 19 - 23

| | 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 | Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. | Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. | Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. | Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. | Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book. |
| 8:25-8:50 Word Study Greek/Latin Roots | Syllable Types and Division Rules Introduction: (V/CV) syllable division MSP: Discuss with partners new words that fit pattern. | Syllable Types and Division Rules Introduction: (VC/V) and (Optional VCV) Syllable Division MSP: Discuss with partners new words that fit pattern and | Syllable Types and Division Rules Introduction: (Consonant-le) Syllable Division MSP: Cut word cards at syllable division | Syllable Types and Division Rules Introduction: (Unstable Digraphs & Adjacent Vowels) MSP: Discuss with partners new words that fit pattern. | Syllable Types and Division Rules Administer Unit 2 Quiz **Reading Inventory will be administered on Wednesday, so |

| | | | | | |
|--|---|--|--|---|---|
| | <p>Practice: Students will find words that fit the two syllable patterns studied and complete HO 2.4</p> | <p>add to Foldable. Practice: Find words in books that fit the three syllable patterns and/or HO 2.5 & 2.6</p> | <p>Practice: Read and spell words that contain pattern and/or HO 2.7</p> | <p>Practice: Dividing words into syllables between two adjacent vowels in HO 2.8 and dividing words into syllables containing adjacent vowels that are not vowel digraphs in HO 2.9</p> | <p>some of each day's work may be moved forward.</p> |
| <p>8:50-9:45 Reading Workshop</p> | <p><u>Standard:</u> RL.6.3 Session 2 <u>Student-Friendly Objective:</u> The Student will describe how the characters respond or change as the plot moves toward a resolution. <u>Materials:</u> "Popularity" passage <u>Mini-Lesson:</u> The teacher will demonstrate that</p> | <p><u>Standard:</u> RL.6.3 Session 2 continued <u>Student-Friendly Objective:</u> The Student will describe how the characters respond or change as the plot moves toward a resolution. <u>Materials:</u> Youtube Video <u>Mini-Lesson:</u> The teacher will review the class generated</p> | <p><u>Standard:</u> RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. Session 3 <u>Student-Friendly Objective:</u> Students will think about different genres and how the genres shape the way they think about the characters.</p> | <p><u>Standard:</u> RL.6.3 Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution. Session 4 <u>Student-Friendly Objective:</u> Students will think about the less likeable parts of complex characters. <u>Materials:</u> Active</p> | <p><u>Standard:</u> RL.6.3 Session 4 <u>Mini-Lesson:</u> The teacher will coach readers to move from thinking about what a character feels at a particular moment toward thinking about that character's ongoing traits. <u>Guided Practice:</u> With a partner, students will</p> |

| | | | | | |
|--|--|---|---|--|--|
| | <p>readers generate an idea about a character and then after reading further confirm or revise. Introduce Theory Chart.</p> <p><u>Guided Practice:</u> Students will try out the work in their own stories and share their thinking with a partner.</p> <p><u>Independent Practice:</u> Students will create a list of character traits from their independent reading.</p> <p><u>Small Group Instruction:</u> Conferencing (pg 26 Word Charts)</p> <p><u>Assessment:</u> Exit Slip</p> | <p>list of character trait vocabulary. Show Character Traits Video (Youtube)</p> <p><u>Independent Practice:</u> Students will answer questions from video and share answers with their table and class.</p> <p>Students will revise and collect more evidence that relates to their theory. Add bullet point to anchor chart.</p> <p>Independent Reading</p> <p><u>Small Group Instruction:</u> Conferencing</p> | <p><u>Materials:</u> Examples of books in different genres</p> <p><u>Mini-Lesson:</u> The teacher will introduce different book genres and give examples of each. The teacher will lead students into a shared inquiry where they quickly think of anything they know about the kinds of characters that certain genres suggest.</p> <p><u>Guided Practice:</u> Students will work in partners to think of the types of characters that</p> | <p>Engagement Video (Online resource)</p> <p><u>Mini-Lesson:</u> The teacher will demonstrate how to be a perceptive reader to realize complex characters have parts of them that are less likeable.</p> <p><u>Guided Practice:</u> Show scene from <i>Harry Potter and the Half-Blood Prince</i>. Discuss Harry's character traits in the scene.</p> <p><u>Independent Practice:</u> Student will connect the work they just practiced in their own novels. Add bullet point to anchor chart.</p> | <p>discuss changes in the characters' emotions and study if there are any patterns, or if their emotions are changeable. (Students will use examples from their own text.)</p> <p><u>Independent Practice:</u> Create an emotional timeline with a character in their own book</p> <p><u>Assessment:</u> Turn in emotional timeline.</p> |
|--|--|---|---|--|--|

| | | | | | |
|--|--|---|---|---|---|
| | | | <p>certain genres suggest.</p> <p><u>Independent Practice:</u> Students will match possible character traits with certain genres.</p> <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher Observation</p> | <p><u>Small Group Instruction:</u> Conferencing</p> <p><u>Assessment:</u> Teacher Observation</p> | |
| 9:45-10:25 Activity Classes | <p><u>Cartwright:</u> Library</p> <p><u>Clayton:</u> Music</p> | <p><u>Cartwright:</u> Art</p> <p><u>Clayton:</u> PE</p> | <p><u>Cartwright:</u> Music</p> <p><u>Clayton:</u> Micro Time</p> | <p><u>Cartwright:</u> PE</p> <p><u>Clayton:</u> Library</p> | <p><u>Cartwright:</u> MicroTime</p> <p><u>Clayton:</u> Art</p> |
| 10:25-11:25 Writer's Workshop | <p><u>Standard:</u> L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate</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</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</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</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</p> |

| | | | | | |
|--|---|--|---|--|---|
| | <p>for Grade 6 when writing.</p> <p><u>Student-Friendly Objective:</u> Students will look at example sentences that use commas as standard English conventions and practice using commas accordingly.</p> <p><u>Materials:</u> Sentence Stalker Study Guide for each student to use as a reference.</p> <p><u>Mini-Lesson:</u> TTW....use examples to model standard English conventions in comma usage.</p> <p><u>Guided Practice:</u> Students will work with the teacher placing commas in</p> | <p>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 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>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 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>and well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> TSW... The Students will generate ideas in their Writer’s Notebook by using a mapping or sketching strategy.</p> <p><u>Materials:</u> Writer’s Notebook</p> <p><u>Mini-Lesson:</u> TTW....Model an example mapping an important place and jotting down ideas generated from that place.</p> <p><u>Guided Practice:</u> Together as a class generate special places and small moments that come to mind when thinking of that location.</p> | <p>well-structured event sequences.</p> <p><u>Student-Friendly Objective:</u> TSW... The Students will use a picture or image to generate ideas for a beginning, middle, or end of a story.</p> <p><u>Materials:</u> Writer’s Notebook; picture</p> <p><u>Mini-Lesson:</u> TTW...model using a picture to generate an idea for a story.</p> <p><u>Guided Practice:</u> Together as a class, generate an idea for a story thinking of its location in a plot.</p> <p><u>Independent Practice:</u> Students will create a story using something</p> |
|--|---|--|---|--|---|

| | | | | | |
|---|--|------------------------------------|---|--|--|
| | <p>example sentences.</p> <p><u>Independent Practice:</u> Students will use the Sentence Stalker Study format to place commas within a text.</p> <p><u>Small Group Instruction:</u> conferencing</p> <p><u>Assessment:</u> Day One sheet and student sentences</p> | | <p><u>Independent Practice:</u> Students are given an example of a personal narrative to read and</p> | <p><u>Independent Practice:</u> Students will create a circle, list places, generate ideas from those places, and write.</p> <p><u>Small Group Instruction:</u> conferencing</p> <p><u>Assessment:</u> Teacher observation</p> | <p>from the picture or image as either a beginning, middle, or ending point.</p> <p><u>Small Group Instruction:</u> conferencing</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</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> |

| | | | | | |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| Workshop lesson | | | | | |
| 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 | Same as Block 1 | Same as Block 1 | Same as Block 1 | Same as Block 1 |
| 1:45-2:50 Writer's Workshop | | | | | |
| 2:50-3:20 Journaling, Independent Reading, Pack Up, Dismissal | | | | | |

