

## MicroSociety 6th Grade Literacy Lesson Plan

**Date:** October 28 - November 1

|  | Monday  | Tuesday  | Wednesday  | Thursday  | Friday   |
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| <b>8:00-8:10</b>   | Good Things/<br>Bellringer  | Good Things/<br>Bellringer   | Good Things/<br>Bellringer   | Good Things/<br>Bellringer  | Good Things/<br>Bellringer   |
| <b>8:10-8:25</b><br>Read Aloud/Shared Reading: May be combined with a Reading or Writing Workshop lesson | <b>Read Aloud:</b><br>Short story, nonfiction article, poem, children's book, excerpt or chapter from fictional book.<br>Currently using the nonfiction text <i>I Am Malala</i> . | <b>Shared Reading:</b><br>Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.  | <b>Read Aloud:</b><br>Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book.<br>Currently using the nonfiction text <i>I Am Malala</i> . | <b>Shared Reading:</b><br>Short story, nonfiction article, poem, children's book, excerpt from nonfiction book.   | <b>Weekly Conversations:</b><br>Short story, nonfiction article, poem, children's book, excerpt or chapter from nonfiction book.<br>Currently using the nonfiction text <i>I Am Malala</i> . |
| <b>8:25-8:50</b><br>Word Study<br>Greek/Latin Roots  | Unit: 2<br><i>Building Vocabulary from Word Roots</i><br><b>Unit 2; Lesson 7</b><br><br><b>Root or Base:</b><br>cred-, credit<br><br><b>Introduction:</b><br>Clarifying the       | Unit: 2<br><i>Building Vocabulary from Word Roots</i><br><b>Unit 2; Lesson 7</b><br><br><b>Root or Base:</b><br>cred-, credit<br><br><b>Introduction:</b><br>Review of words | Unit: 2<br><i>Building Vocabulary from Word Roots</i><br><b>Unit 2; Lesson 7</b><br><br>Lesson 7 Quiz on bases cred-, credit (Encoding and Decoding)                               | Unit: 2<br><i>Building Vocabulary from Word Roots</i><br><b>Unit 2; Lesson 8</b><br><br><b>Root or Base:</b><br>ven-, vent-<br><br><b>Introduction:</b><br>Activate Prior | Unit: 2<br><i>Building Vocabulary from Word Roots</i><br><b>Unit 2; Lesson 8</b><br><br><b>Root or Base:</b><br>ven-, vent-<br><br><b>Introduction:</b><br>Activate Prior                    |

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|  | <p>matching of meanings to words.</p> <p><b>Multi-sensory:</b><br/>Flash card game with images to review word meanings.</p> <p><b>Practice:</b><br/>Reviewing words and how they relate to the meaning of the base.</p> <p><b>Word Building:</b><br/>Recognizing Root meaning</p> <p><b>Context Reading:</b><br/>Students will identify words during independent and shared reading and add them to word chart.</p> | <p>learned with the cred or credit base.</p> <p><b>Multi-sensory:</b><br/>Students complete vocabulary quadrants</p> <p><b>Practice:</b><br/>Finding synonyms and antonyms of a given word and creating a sentence with context clues.</p> <p><b>Word Building:</b><br/>Recognizing Root meaning</p> <p><b>Context Reading:</b><br/>Students will identify words during independent and shared reading and add them to word chart.</p> |  | <p>Knowledge/Teach New Concepts</p> <p><b>Multi-sensory:</b><br/>Divide words into syllables and pronounce the words.</p> <p><b>Practice:</b><br/>Divide and Conquer; p 44 in workbook</p> <p><b>Word Building:</b><br/>Using a process of elimination, students will connect words with definitions.</p> <p><b>Context Reading:</b><br/>Students will identify words during independent and shared reading and add them to word chart.</p> | <p>Knowledge/Teach New Concepts</p> <p><b>Multi-sensory:</b><br/>Plug in the bases ven-/vent- to determine word meaning.</p> <p><b>Practice:</b><br/>Divide and Conquer; p 44 in workbook</p> <p><b>Word Building:</b><br/>Working with a partner, students will determine which words do not belong and give reasons.</p> <p><b>Context Reading:</b><br/>Students will identify words during independent and shared reading and add them to word chart.</p> |
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| <p><b>8:50-9:45</b><br/><b>Reading</b><br/><b>Workshop</b></p> | <p><b>Standards:</b><br/>RI.6.1, RI.6.2, RI.6.3<br/><b>Session 4</b></p> <p><u>Student Friendly Objective:</u><br/>I CAN examine a grade-appropriate informational text, and determine a central idea, how it is conveyed through particular details, and revise thinking when given new information.</p> <p><u>Materials:</u> Fast Food Nation Bend 1 Anchor Chart<br/>Animal images</p> <p><u>Mini-Lesson:</u><br/>I do: Remind students of central idea from the 3 pictures shown last week. “Animal parents take care of</p> | <p><b>Standards:</b><br/>RI.6.2<br/><b>Session 4</b></p> <p><u>Student Friendly Objective:</u><br/>I CAN examine a grade-appropriate informational text, and determine a central idea, how it is conveyed through particular details.</p> <p><u>Materials:</u><br/>“My Heart Is in the Highlands” by Jane Yolen</p> <p><u>Mini-Lesson:</u><br/>I do: The teacher will define and give examples of stated and implied central ideas. Show class types</p> | <p><b>Standards:</b><br/>RI.6.5<br/><b>Session 5</b></p> <p><u>Student Friendly Objective:</u><br/>I CAN analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.”</p> <p><u>Materials:</u><br/>Fast Food Nation Bend 1 Anchor Chart, chart paper</p> <p><u>Mini-Lesson:</u><br/>I do: Share teaching point. Read a loud excerpt from Fast Food Nation. Discuss how the embedded story</p> | <p><b>Standards:</b><br/>RI.6.1, RI.6.2, RI.6.3, RI.6.5<br/><b>Session 5</b></p> <p><u>Student Friendly Objective:</u><br/>I CAN examine a grade-appropriate informational text, and determine a central idea, how it is conveyed through particular details.</p> <p><u>Materials:</u><br/>Computers</p> <p><u>Mini-Lesson:</u><br/>You do: Read on and all about your nonfiction topic. Search articles online or search for videos that might shed some new</p> | <p><b>Standard:</b><br/>RL.6.3</p> <p><u>First Chapter Friday:</u><br/>The teacher will read the first chapter of a high interest chapter book to motivate students to read independently and make good choices in book selections.</p> <p>The teacher will model making responses to the text in regards to the week’s lessons.</p> <p><u>Weekly Conversations</u><br/>regarding students’ reading entries and the consideration given for the worthiness of their</p> |
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|  | <p>their babies.” Show next three pictures and ask: “What do these new details suggest? How could we revise the central idea?”</p> <p>We do: Read a loud excerpt from Fast Food Nation. “How does our central idea change in light of our new information?”</p> <p>You do: Students read nonfiction text independently and jot down a reading response in their reader’s notebook.</p> <p>Small Groups: Encoding and Decoding, Strengthening Students’ Literal Comprehension, pg. 34-35</p> | <p>of supporting details chart.</p> <p>We do: Teacher reads story a loud and asks guided questions.</p> <p>You do: “What do you think is the central idea of this speech?”</p> <p>Students read nonfiction text independently and jot down a reading response in their reader’s notebook.</p> <p>Small Groups: Encoding and Decoding, Strengthening Students’ Literal Comprehension, pg. 34-35</p> | <p>contributes to the main idea.</p> <p>We do: Students share ideas of possible central ideas after listening to read aloud. Jot responses on chart paper.</p> <p>You do: Students read nonfiction text independently and jot down a reading response in their reader’s notebook.</p> <p>Small Groups: Encoding and Decoding, Word Study practice</p> | <p>light on the topic. Jot about some of your new thinking.</p> <p>Small Groups: Encoding and Decoding, Word Study practice</p> | <p>choices.</p> <p>Teacher will check to see if students are doing “high level” reading work in their own books.</p> <p>Reading Accuracy Checks</p> |
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| <p><b>9:45-10:25</b><br/><b>Activity</b><br/><b>Classes</b></p>   | <p>Cartwright: Art</p>  | <p>Cartwright: Music</p>   | <p>Cartwright: PE</p>   | <p>Cartwright:<br/>Microtime</p>   | <p>Cartwright:<br/>Library</p>  |
| <p><b>10:25-11:25</b><br/><b>Writer's</b><br/><b>Workshop</b></p> | <p><b><u>Standards:</u></b><br/>W.6.2; W.6.2b<br/><b>Session 1</b></p> <p><b><u>Student-Friendly Objective:</u></b><br/>I CAN gather information and determine the right spot to add it.</p> <p><b><u>Materials:</u></b><br/>Writer's Notebook; Starter Packet Text Set; LC pp 9-12</p> <p><b><u>Mini-Lesson:</u></b><br/>TTW model (using notes from <i>Malala</i>) listing bits of information, adding that no more than five bullets of info is best. TTW model chunking info into subsections whenever list</p> | <p><b><u>Standards:</u></b><br/>W.6.2; W.6.2b<br/><b>Session 2</b><br/><b><u>Student-Friendly Objective:</u></b><br/>I CAN move through big swaths of information from different sources, viewpoints, and time periods in order to glean a big-picture view.</p> <p><b><u>Materials:</u></b><br/>Writer's Notebook, "Questions the Writers of Profiles Ask of Their Subjects" chart; Student copies of text set; Power Learning anchor chart; LC pp. 13 - 21</p> | <p><b><u>Standard:</u></b><br/>W.6.2<br/><b>Session 3</b></p> <p><b><u>Student-Friendly Objective:</u></b><br/>I CAN find and support key points in writing an informational essay.</p> <p><b><u>Materials:</u></b><br/>Writer's Notebook, "Power Learning and Note Taking" Anchor Chart, "Moving from One Key Point to a Plan for a Logical Information Essay" chart; chart paper, LC pp. 22 -</p> <p><b><u>Mini-Lesson:</u></b><br/>TTW model a</p> | <p><b><u>Standard:</u></b><br/>W.6.2<br/><b>Session 3</b></p> <p><b><u>Student-Friendly Objective:</u></b><br/>I CAN create parallel key points for a topic and evidence to go with it.</p> <p><b><u>Materials:</u></b><br/>Writer's Notebook, "Power Learning and Note Taking" Anchor Chart, "Moving from One Key Point to a Plan for a Logical Information Essay" chart; chart paper, LC pp. 29 -30</p> <p><b><u>Mini-Lesson:</u></b><br/>TTW will guide students into</p> | <p><b><u>Standard:</u></b><br/>W.6.2; L.6.2<br/><b>Session 4</b></p> <p><b><u>Student-Friendly Objective:</u></b><br/>I CAN use apostrophes to show singular and plural noun possession. I CAN create a boxes-and-bullets outline/plan to write an entire essay in a flash.</p> <p><b><u>Materials:</u></b><br/>Writer's Notebook, Flash Draft student essay examples, Information Writing Checklist, activity sheet for apostrophe usage, LC pp. 32 - 36</p> |

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|  | <p>becomes really long.</p> <p><b><u>Guided Practice:</u></b><br/>Ss will be guided to look at information from their “class” book and determine headings for their lists of information they have gathered.</p> <p><b><u>Independent Practice</u></b><br/>Students will read information from web sites and practice organizing notes.</p> <p><b><u>Small Group Instruction:</u></b><br/>Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b><br/>Teacher focused nonverbal watching and coaching</p> | <p><b><u>Mini-Lesson:</u></b><br/>TTW emphasize that students orient themselves to a broad topic to construct a comprehensive, big- picture view by thinking and writing about one of the activists they studied.</p> <p><b><u>Guided Practice:</u></b><br/>TTW guide Ss to ask two questions: “What patterns do I notice?” and “What are the important things to say about this overall topic?” in order to grasp the whole “elephant.”</p> <p><b><u>Independent Practice</u></b><br/>Ss will use notes on the one person that they learned about from their</p> | <p>strategy of grasping for insights about their topic and writing down ideas furiously in order to grow an idea about one bit of the topic in order to pertain more of the whole topic.</p> <p><b><u>Guided Practice:</u></b><br/>Ss will be guided to share with a partner the work the Teacher modeled. Then TTW remind Ss of the steps. (Observing one oak tree and then another and another would start to say something about oak trees in general.)</p> <p><b><u>Independent Practice</u></b></p> | <p>understanding that teen activists change themselves and become different as a result of their work. TTW will show Ss how to build on the points by giving examples and will share a premade list of questions to help them move from one key point to making a logical informational essay.</p> <p><b><u>Guided Practice:</u></b><br/>Ss will share their ideas by making suggestions about second and third points and adding examples to support each point.</p> <p><b><u>Independent Practice:</u></b><br/>Ss will continue working on matching up their</p> | <p><b><u>Mini-Lesson:</u></b></p> <ol style="list-style-type: none"> <li>a. TTW will go over rules of forming the possession of nouns and model doing so in sentences.</li> <li>b. TTW model and channel Ss in planning an essay based on insights about the overall topic.</li> </ol> <p><b><u>Guided Practice:</u></b><br/>TTW guide students as they work with partners on the appropriate use of the apostrophe. TTW coach students as they practice bringing the boxes-and- boxes</p> |
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|                                | (Informal)                 | <p>research and begin creating a profile/portrait of their person by asking questions to get some new thoughts.</p> <p><b><u>Small Group Instruction:</u></b><br/>Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b><br/>Teacher observation of student free writing (Informal)</p> | <p>Ss will continue researching an information essay on teen activism and grow the big picture about the topic in general.</p> <p><b><u>Small Group Instruction:</u></b><br/>Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b><br/>Teacher observation of student reading and note-taking (Informal)</p> | <p>key points with the text evidence that led them there.</p> <p><b><u>Small Group Instruction:</u></b><br/>Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b><br/>Teacher observation of student work (Informal)</p> | <p>structure into their work with teen activism. Ss will tell partners their points and elaborate on them.</p> <p><b><u>Independent Practice:</u></b><br/>Ss will start flash-drafting their essay, being sure to include evidence for each of their points.</p> <p><b><u>Small Group Instruction:</u></b><br/>Small group and/or one on one instruction or conferencing</p> <p><b><u>Assessment:</u></b><br/>Flash draft; activity sheet on apostrophe usage</p> |
| 11:30-11:35<br>Begin 2nd Block | Good Things/<br>Bellringer | Good Things/<br>Bellringer  | Good Things/<br>Bellringer  | Good Things/<br>Bellringer  | Good Things/<br>Bellringer  |

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| <b>11:35-11:45</b><br>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 |
| <b>11:45-12:05</b><br>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 |
| <b>12:05-12:25</b><br>Reading Workshop   | Same as Block 1            | Same as Block 1 | Same as Block 1            | Same as Block 1            | Same as Block 1 |
| <b>12:25-1:05</b><br>Lunch/Recess  |                            |                 |                            |                            |                 |
| <b>1:10-1:45</b><br>Reading Workshop Continued   | Same as Block 1<br><br>ACE | Same as Block 1 | Same as Block 1<br><br>ACE | Same as Block 1<br><br>ACE | Same as Block 1 |
| <b>1:45-2:50</b><br>Writer's Workshop  |                            |                 |                            |                            |                 |



**2:50-3:20**

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