

# Week 1 Lesson Plans - 6<sup>th</sup> Grade

## English/reading

### **Day 1 (Monday)**

**Objective:** To introduce students to the classroom rules and procedures.

**Procedures:**

1. Meet students at the door and teach procedure for lining up and entering the room.
2. Inform students of “Bellwork” and use an introductory questionnaire to model the procedure for completing “Bellwork”.
3. Introduce myself. Have students stand as I call roll and tell one thing about themselves (i.e. age and birth date, favorite color, etc.)
4. Introduce the classroom rules and consequences. Pass out the *Procedures* paper. Emphasize that I will invite them in and that I dismiss them not the bell. Emphasize pencil sharpening procedure. Point out *Hand-outs* board and how to use. Discuss daily *Agendas* and where to locate them in the room.
5. Discuss binders and materials expected to find in a binder. (Explain homework Calendar/assignment logs and when they will be checked.)
6. Pass out parent letter and go over it.
7. Pass out textbook loan/checkout agreement.
8. Discuss reading vs. English (if time allows).

**Homework:** Get necessary forms signed.

### **Day 2 (Tuesday)**

**Objective:** To administer to the student the Spelling Inventory in order to identify areas of achievement and informally assess areas that need improvement.

**Standard:** L.C. 1.5 – Spell frequently misspelled words correctly.

**Procedures:**

1. Assign Seats. Have students stand in the back of the room before placing them in assigned seat. Explain the expectation for assigned seats.
2. Bellwork: Daily Language Activity (DLA). Discuss and demonstrate how we will correct the sentences in class. (Students will be called on to correct the sentences after this day.)
3. Collect signed forms
4. Review rules and procedures
5. Explain fire escape route and procedure. (Do a mock fire drill with the team.)
6. Discuss reading vs. English (if didn't get to on Day 1)
7. Explain grading policy
8. Administer the Spelling Placement Inventory
9. Explain, model, and demonstrate how to trade papers and correct a spelling test.
10. Correct Spelling Inventory having the student corrector write the accurately spelled words to the right of the wrong answer.

11. Explain, model, and guide students through the Spelling Study process sheet. Make clear that students will be expected to use this strategy when studying for the weekly spelling tests.

**Homework:** Get necessary forms signed if haven't already turned them in. Bring independent reading material.

### **Day 3 (Wednesday)**

**Objective:** To administer the Entry-Level diagnostic test to measure prerequisite skills and knowledge needed for the year.

**Standard:** Reading Comprehension/vocabulary standards

**Procedures:**

1. Bellwork: Daily Language Activity (DLA)
2. Collect signed forms
3. Review rules and procedures
4. Explain procedures for what to do when you finish a test.
5. Check to make sure students have brought independent reading material (homework).
6. Remind students how to "bubble" on a scantron.
7. Review rules and procedures for test taking.
8. Administer Entry-Level test.
9. Independent read when finished with test.

**Homework:** None

### **Day 4 (Thursday)**

**Objective:** To introduce students to the literary concepts of plot and setting. To introduce students to the Holt Handbook. To diagnose understanding of Parts of Speech.

**Standard:** L.R.A. 3.3 – Analyze the influence of setting on the problem and its resolution.

L.C. 1.0 – Students write and speak with a command of standard English conventions appropriate to this grade level.

**Procedures:**

1. Bellwork: Daily Language Activity (DLA)
2. Collect signed forms
3. Review rules and procedures
4. Read the standard essay on pages 4-5 in Holt, *Literature and Language Arts*.
5. Have students begin an *Academic Vocabulary Log*. They will keep track of literary terms and the definitions in this log and keep it in their binder.
6. Review Holt, *Handbook* organization.
7. Assign the *Diagnostic Preview*, page 24.
8. Model for students how to set up their paper.
9. Review with students how to exchange papers.
10. Explain how to correct the questions.
11. Guide students through the peer correcting of the diagnostic preview.
12. Collect the papers.

**Homework:** After looking through a newspaper or magazine, cut out an example of a noun, pronoun, and adjective.

### **Day 5 (Friday)**

**Objective:** To review the parts of speech: noun, pronoun, and adjective. To introduce students to the independent reading requirement.

**Standard:** L.C. 1.0 – Students write and speak with a command of standard English conventions appropriate to this grade level.

RC 2.0 – Students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text.

#### **Procedures:**

1. Bellwork: Daily Language Activity (DLA)
2. Collect signed forms
3. Review rules and procedures
4. Have students stick their noun, pronoun, and adjective that was cut out from a newspaper or magazine, on the correct chart.
5. Review charts to see if the words were categorized correctly.
6. Begin instruction on Chapter 2, Holt *Handbook*, based on Thursday's diagnostic preview. Emphasize definitions of noun, pronoun, and adjective.
7. Explain the independent reading requirement.
8. Pass out reading log. Be sure to mark the date that you start the book and the date you end the book.
9. Explain 5 finger rule.
10. Complete reading survey.
11. Choose a book for silent reading
12. Read

**Homework:** None