

# Week 2 Lesson Plans - 6<sup>th</sup> Grade

## English/reading

### Day 6 (Monday)

Labor Day, no school!

### Day 7 (Tuesday)

**Objective:** To spell words with short vowel sound-letter relationships.

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

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

**Procedures:**

1. Bellwork: Daily Language Activity (DLA)
2. Spelling pretest for Lesson #1. (Say each word, use it in a sentence, and then repeat the word. Sentences on page xxii of the Teacher's Guide for *Spelling*.)
3. Self-correct pretest in class by putting the words spelled correctly on the overhead. Be sure students write the word spelled correctly on their paper if they get the word wrong.
4. Using the Teacher's Guide for *Spelling*, page xxii – 1, teach the lesson on short vowel sounds.
5. Pass out lessons and activities for Lesson #1 from *Spelling, Lessons and Activities* and assign homework.
6. Review plot and setting by using *Lesson Plans for Language Development*, page 3, *Alternate Teaching Strategy*.
7. Review the academic vocabulary.

**Homework:** Complete lessons and activities for Lesson #1 from *Spelling, Lessons and Activities*, due on Thursday.

### Day 8 (Wednesday)

**Objective:** To review the parts of speech: noun, pronoun, and adjective. Use the “Retelling” strategy to understand plot and setting.

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

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

**Procedures:**

1. Bellwork: Daily Language Activity (DLA)
2. Explain how students will pass out the *Interactive Reading*, student edition for the first time.
3. Read page 1, *Interactive Reading*, student edition.
4. Introduce the “Retelling” strategy, page 1, *Interactive Reading*, student edition. Follow pages 2-3 in teacher's edition to introduce, model and apply the strategy. Use transparency in back of teacher's edition to assist with modeling.

5. After reviewing noun, pronoun, and adjective definitions, have students form groups of 4. Post the charts with the nouns, pronouns, and adjectives that they identified for homework and then categorized in class. Have each group break the words into more specific groupings. Use the Holt *Handbook*, pages 24 – 44.
6. Groups will record the new categories on chart paper.
7. Have the groups present their findings. (May use a carousel activity.)

**Homework:** Practice using the retelling strategy by retelling a television show.

### **Day 9 (Thursday)**

**Objective:** To write a topic sentence that expresses a main idea. To develop confidence and skills through reading the Practice Read. To identify setting and explain how it influences the story problem and resolution.

**Standard:** W.S. 1.0 - Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.  
L.R.A. 3.3 – Analyze the influence of setting on the problem and its resolution.

**Procedures:**

1. Bellwork: Daily Language Activity (DLA)
2. Collect Lesson #1 homework and go over in class.
3. Have 2 volunteers share their retelling of a television show. Discuss the retellings: did it have all the elements? How could it be improved? What made it successful?
4. Explain to students how to complete the Practice Read on pages 2 – 4 in *Interactive Reading*, student edition.
5. Students will read the Practice Read, “Zoo”, pages 2 – 4 in *Interactive Reading*, student edition. Teacher meets with small group (3 to 5) of Learners Having Difficulty to guide them through the reading.
6. Students should write a practice “Retelling” of “Zoo”.
7. Read pages 648 – 650, Learning About Paragraphs, in Holt, *Literature and Language Arts*.
8. Guided Practice: write a topic sentence, bottom of page 650.
9. Assign independent practice, page 130, *Writing, Listening, & Speaking*.

**Homework:** Complete page 130, *Writing, Listening, & Speaking* if didn’t finish in class.

Study for Spelling test.

### **Day 10 (Friday)**

**Objective:** To demonstrate knowledge of words with short vowel sound-letter relationships. To develop confidence and skills through reading the Practice Read. To identify setting and explain how it influences the story problem and resolution.

**Standard:** L.C. 1.5 – Spell frequently misspelled words correctly.  
L.R.A. 3.3 – Analyze the influence of setting on the problem and its resolution.

**Procedures:**

1. Bellwork: Daily Language Activity (DLA)

2. Remind students of the rules and procedures for taking a spelling test. Sentences on page xxii of the Teacher's Guide for *Spelling*.
3. Administer the Lesson #1 spelling posttest. Say each word, use it in a sentence, and then repeat the word.
4. Have students trade papers and correct the spelling test in class.
5. Return test to owners and then collect tests to record the score.
6. Discuss the questions from "Zoo".
7. Have students review their written "Retelling" then put them away.
8. Group students in pairs to share their retellings
9. Students will take turns retelling and rating each others' retellings on the Ratings Charts on page 6 in the *Interactive Reading*, student edition.
10. Read independently if time permits. Teacher will administer any additional diagnostic tests at this time.

**Homework:** Read independent reading book for 90 minutes.