

Weekly Language Arts Lesson Plans

Parents and students, please keep in mind that the lesson plans below CAN CHANGE based on what happens throughout each week.

Last Three Weeks of School: Weeks 38, 39, 40

Monday, May 21:

- Quick writes with grammar review practice
- Start new mini-unit on research- What is research? Why is it important?
- Introduce practice research packet- go through research process briefly
- Start research practice packet- write research questions

Tuesday, May 22:

- Quick writes with grammar review practice
- Research practice packet- finish writing research questions, discuss sources and how to cite them, fill out Source Page with articles about energy drinks

Wednesday, May 23:

- Quick writes with grammar review practice
- Read energy drink articles and take notes (Steps 3-7 in practice packet)

Thursday, May 24:

- Quick writes with grammar review practice
- Finish reading energy drink articles and taking notes

Friday, May 25:

MRS. LEY'S LA CLASSES ONE-PAGER DUE!

- Quick writes with grammar review practice
- Brainstorm issues to raise questions with for personal research

Monday, May 28: NO SCHOOL- MEMORIAL DAY

Tuesday, May 29:

- Finalize personal research questions

Wednesday, May 30:

- Research in computer lab

Thursday, May 31:

- Research in computer lab and turn in research packet at end of hour

Friday, June 1:

ALL SCHOOL LIBRARY BOOKS DUE BACK!

- Review parts of a plot diagram

Monday, June 4:

- Watch movie and plot out story on plot diagram

Tuesday, June 5:

- Finish watching movie and plotting out story on plot diagram

Wednesday, June 6:

3 Mile Project for Honor Roll students in morning and field day in afternoon

Thursday, June 7:

Tasty Treat trip in morning and movie in afternoon

HAVE A GREAT SUMMER! :)

Monday, May 14:

- Ley: Discovery Education testing in computer lab
- Owen: computer lab to make final letter of complaint revisions (room 23), silent reading for One-Pager

Tuesday, May 15:

- Ley: Discuss One-Pager requirements, students tell Mrs. Ley what book they will be reading for assignment, silent reading with One-Pager book
- Owen: address letter of complaint envelope, revisit One-Pager expectations, silent reading with One-Pager book

Wednesday, May 16: Half an hour classes in AM and movie in PM to prepare for Fiesta

- Ley: address letter of complaint envelope, silent reading with One-Pager book
- Owen: Discovery Education testing in computer lab

Thursday, May 17: 6TH GRADE FIESTA- ALL DAY

Friday, May 18: NO SCHOOL FOR STUDENTS- TEACHER WORK DAY

Week 36

Monday, May 7:

LETTER OF COMPLAINT COMPLETE ROUGH DRAFT DUE

- Grammar review practice
- Begin typing up draft in computer lab

Tuesday, May 8:

- Grammar review practice
- Finish typing draft in computer lab and print off

Wednesday, May 9:

- Grammar review practice
- [Session 16/17: Peer Feedback and Revision](#)

Thursday, May 10:

- Grammar review practice
- [Session 16/17: Peer Feedback and Revision](#)

Friday, May 11:

- Grammar review quiz
- Computer lab to make final revisions to final draft of letter (**FINAL DRAFT DUE AT END OF HOUR TODAY**)

Week 35

Monday, April 30:

- Quick writes with grammar review practice
- Mrs. Owen in computer lab for research

- Mrs. Ley will finish Session 10- Factual Evidence

Tuesday, May 1:

- Quick writes with grammar review practice
- Computer lab for research for Owen and Ley

Wednesday, May 2:

- Quick writes with grammar review practice
- Begin [Session 14/15: Drafting the Complaint](#)
- Draft address, salutation, closing, CC list, and paragraph 1- background and problem statement
(DUE TOMORROW)

Thursday, May 3:

- Quick writes with grammar review practice
- Draft paragraph 2 and 3 (or more) about the details of the problem and effects, inserting evidence (factual or anecdotal) where necessary **(DUE TOMORROW)**

Friday, May 4:

- Quick writes with grammar review practice
- Draft last paragraph or two about possible solutions to the problem **(DUE MONDAY OR HAND IN TO TEACHER AT THE END OF HOUR TO READ OVER WEEKEND AND GIVE FEEDBACK)**

Week 34

Monday, April 23:

- Quick writes with grammar review practice
- Finish teacher conferencing

- [Session 10: Types of Anecdotal Evidence and Generating Anecdotal Evidence](#)

Tuesday, April 24:

- Quick writes with grammar review practice
- Session 10- Anecdotal Evidence
- Mrs. Ley in computer lab for ePals

Wednesday, April 25:

- Quick writes with grammar review practice
- Continue Session 10- Anecdotal Evidence

Thursday, April 26:

- Quick writes with grammar review practice
- One-Pager work and silent reading

Friday, April 27:

ONE-PAGER DUE FOR OWEN AND LEY

- Quick writes with grammar review practice
- Finish Session 10- Anecdotal Evidence

Week 33

Monday, April 16:

- Quick writes with grammar review practice
- Finish Session 8 concerning viability
- [Session 9: Idea Generation and Brainstorming by Listing](#)

Tuesday, April 17:

- Quick writes with grammar review practice
- Continue [Session 9: Viability Test](#)

Wednesday, April 18 (Mrs. Ley gone):

- Quick writes with grammar review practice
- Finish [Session 9: Independent Practice](#)

Thursday, April 19:

- Quick writes with grammar review practice
- Conference with teacher about chosen problem statement

Friday, April 20:

- Quick writes with grammar review practice
- Conference with teacher about chosen problem statement

Week 32

Monday, April 9:

- Quick writes with grammar review practice
- Discuss reading over break
- Review problem statements (covered right before break)

- Start [Session 5: Components of a Complaint Letter \(see pages 28-29\)](#)

Tuesday, April 10:

- Quick writes with grammar review practice
- Finish [Session 5: Components of a Complaint Letter and Noting the Purpose \(see pages 28-29\)](#)

Wednesday, April 11:

- Quick writes with grammar review practice
- [Session 7: Group Share and Focus on Style and Experimenting with Organization \(see pages 30-32\)](#)

Thursday, April 12:

- Quick writes with grammar review practice
- [Session 8: What is Viability? When is Writing a Topic Viable? \(see pages 37-44\)](#)

Friday, April 13:

- Quick writes with grammar review practice
- Finish [Session 8: Problems- Who is at Fault? Individual or a Problem of Scale? Also Topic Viability Face-Off \(see pages 37-44\)](#)

Weeks 30 and 31

Monday, March 19:

- Finish [Session 4: Problem Statement- Cause and Effect](#) (see page 19): students work in collaborative groups to write a problem statement

Tuesday, March 20: (half an hour core classes in morning, movie in afternoon)

- Take care of library business before break and silent reading

Wednesday, March 21: Celebration for Success in morning and Sparty Cup in afternoon

Thursday, March 22- Sunday, April 8: SPRING BREAK!

Week 29

Monday, March 19

- DEAR (Drop Everything And Read) to celebrate March is Reading Month!

Tuesday, March 20

- Continue with argument mini-review unit: start [Session 3- Complaint Letter](#) (see page 15)

Wednesday, March 21

- Continue [Session 3: What is an issue and what is a problem?](#) (see page 16)

Thursday, March 22

- Start [Session 4: Problem Statement- Cause and Effect](#) (see page 19)

Friday, March 23

- Finish Session 4

Week 28 (First Week of Trimester 3)

Monday, March 12:

- Finish working on grammar review packet
- Silent reading

Tuesday, March 13:

- Introduction to argument review mini-unit: letter of complaint
- Review argument vocabulary- matching activities
- Start [Session 1: Debatable Claims](#) (see pages 5-7)

Wednesday, March 14:

- Finish Session 1 by completing the “Share” part of the lesson
- Start [Session 2: Bumper Stickers Make Arguments](#) (see pages 8-9)

Thursday, March 15:

- Continue with [Session 2: Evidence and Arguments that Convince](#) (see pages 9-10)

Friday, March 16:

- Finish [Session 2 with “Share” and “Optional Activity”](#) (see page 10)

Week 27 (LAST WEEK OF TRIMESTER 2)**Monday, March 5:**

Ley and Owen: NARRATIVE ROUGH DRAFT DUE, peer editing and evaluation of rough draft

Tuesday, March 6 (shortened hours due to Haiti presentation):

Same as yesterday

Wednesday, March 7:

Ley: computer lab to type final draft

Owen: finish peer editing and evaluation of rough draft

Thursday, March 8:

Ley: computer lab to type final draft

Owen: computer lab to type final draft

Friday, March 9:

NARRATIVE FINAL DRAFT DUE!

Ley: finish typing final draft in computer lab

Owen: finish typing final draft in computer lab

Week 26

Monday, February 27:

- Mrs. Ley- introduction to grammar this week: sentence fragments and run-ons, students finish filling in plot diagram **(DUE TOMORROW)** to plan for writing narrative

- Mrs. Owen- grammar - recognizing run-on sentences, sharing strong leads written last week, punctuating dialogu.

Tuesday, February 28:

- Mrs. Ley- grammar practice, narrative writing work- point of view, exposition, and strong leads

- Mrs. Owen- Showing action vs telling

Wednesday, February 29:

- Mrs. Ley- grammar practice, One-Pager work and help from teacher, write to ePal in computer lab
- Mrs. Owen-Adding descriptive language to narrative

Thursday, March 1:

- Mrs. Ley- grammar practice, narrative writing work- using dialogue, dialogue practice activity **(DUE TOMORROW)**
- Mrs. Owen- writing to epals in computer lab, work on One-Pager - due tomorrow, 3/2/2012.

Friday, March 2:

FINAL ONE-PAGER DUE FOR MRS. OWEN AND LEY'S STUDENTS

- Mrs. Ley- grammar practice and packet due, narrative writing work- using details to show, not tell, **ROUGH DRAFT OF NARRATIVE IS DUE MONDAY.**
- Mrs. Owen- narrative work continues -rough draft is due Monday, 3/5/2012.

Week 25

Monday, February 20:

- Students examine grading rubric for narrative writing, read a sample narrative and rate student sample using grading rubric

Tuesday, February 21:

- Students use a plot diagram to map out narrative scenes

Wednesday, February 22:

- Mrs. Ley- computer lab for ePals

- Mrs. Owen- mini-lesson for narrative: point of view and good beginnings
- Students begin to write exposition of story

Thursday, February 23:

- Mrs. Ley- students use a plot diagram to map out narrative scenes
- Mrs. Owen- computer lab for ePals and One-Pager silent reading

Friday, February 24: SNOW DAY

Week 24

Monday, February 13:

- Mrs. Ley: Students receive narrative writing grading rubric and discuss as class, student begin brainstorming ideas for narrative writing (either a personal narrative or fiction), hand out ePals e-mail brainstorm sheet for this week (due Wednesday)
- Mrs. Owen: Students receive narrative writing grading rubric and discuss as class, review point of view with the various stories of the Three Little Pigs, hand out ePals e-mail brainstorm sheet for this week (due Wednesday)

Tuesday, February 14:

- Mrs. Ley: Students brainstorm narrative writing ideas and share with partner and class

- Mrs. Owen: Finish brainstorming story ideas and officially choose story idea for writing a narrative

Wednesday, February 15:

- Mrs. Ley: Computer lab to type second e-mail to Australian ePals
- Mrs. Owen: Begin prewriting for narrative by filling in a plot diagram

Thursday, February 16:

- Mrs. Ley: Students pick the idea they would like to create into a narrative, brainstorm initial details
- Mrs. Owen: Computer lab to type second e-mail to Australian ePals

Friday, February 17:

- Mrs. Ley: same as yesterday
- Mrs. Owen: same as Wednesday

Week 23

Monday, February 6:

- Grammar: Pronoun antecedents
- Mrs. Ley: Partner Profundity Chart (helps find theme) due, check over chart together as class, hand out new One-Pager assignment, students begin filling out actions of main character on Profundity Chart with novel group, hand out **ePals introduction sheet (needs to be completed by Wednesday)**
- Mrs. Owen: Finish filling out Profundity Chart actions of main character with novel group, start reviewing plot vocabulary and how to write a summary that includes the plot elements (this is a One-Pager task), hand out **ePals introduction sheet (needs to be completed by Thursday)**

Tuesday, February 7:

- Grammar: Pronoun antecedents

- Mrs. Ley: Finish filing out Profundity Chart actions of main character with novel group, start reviewing plot vocabulary and how to write a summary that includes the plot elements (this is a One-Pager task)
- Mrs. Owen: Finish discussing how to write a summary and brainstorm ideas for writing a narrative

Wednesday, February 8:

- Grammar: Pronoun antecedents
- Mrs. Ley: Students will work in computer lab to introduce themselves to their Australian ePal.
- Mrs. Owen: Point of view writing activity

Thursday, February 9:

- Grammar: Pronoun antecedents
- Mrs. Ley: Finish discussing how to write a summary and students work on One-Pager
- Mrs. Owen: Students will work in computer lab to introduce themselves to their Australian ePal.

Friday, February 10:

- Grammar: Pronoun antecedents quiz
- Mrs. Ley: [ONE-PAGER ON NOVEL DUE](#) (click on blue link to see assignment on blog), brainstorming narrative writing ideas
- Mrs. Owen: [ONE-PAGER ON NOVEL DUE](#) (click on blue link to see assignment on blog), finalize narrative writing idea

Week 22

Monday, January 30:

- Mrs. Ley- Finish Profundity Chart (gathering theme) together as class
- Mrs. Owen- Students begin brainstorming ideas for writing a narrative

Tuesday, January 31:

- Mrs. Ley- Discovery Education testing for reading skills in computer lab
- Mrs. Owen- Review elements that make up a story/narrative

Wednesday, February 1:

- Mrs. Ley- Students read a short story with a partner and fill in Profundity Chart.
- Mrs. Owen- Discovery Education testing for reading skills in computer lab

Thursday, February 2:

- Mrs. Ley- Same as Wednesday
- Mrs. Owen- Continue brainstorming ideas for writing a narrative

Friday, February 3:

- Mrs. Ley- Same as Wednesday
- Mrs. Owen- Hand out new One-Pager and students begin filling out Profundity Chart actions by main character with novel group.

Week 21

Monday, January 23:

- Mrs. Ley- Students and teacher fill in [Profundity Chart](#) together to find theme in a short story.
- Mrs. Owen- Students continue to with work a partner on reading a short story and filling out a Profundity Chart

Tuesday, January 24:

- Mrs. Ley and Mrs. Owen- same as Monday

Wednesday, January 25:

- Mrs. Ley and Mrs. Owen- same as Monday

Thursday, January 26:

- Grammar review quiz
- Mrs. Ley and Mrs. Owen- same as Monday

Friday, January 27: NO SCHOOL FOR STUDENTS- TEACHER MEETINGS

Week 20

Monday, January 16:

- Mrs. Ley- Students read passages and practice making inferences with teacher and with a partner.
- Mrs. Owen- Take students through the Gradual Release process (teacher models, students practice with teacher, students collaborate together, and students practice independently) to help students understand how to find themes in literature by using a [Profundity Chart](#).

Tuesday, January 17:

- Mrs. Ley- Students finish making inferences based on reading passages. **The entire inference practice packet is due tomorrow.**
- Mrs. Owen- same as Monday

Wednesday, January 18:

- Mrs. Ley- Grammar review and quick writes

- Mrs. Owen- same as Monday

Thursday, January 19: SNOW DAY

Friday, January 20:

- Mrs. Ley- summative (final) assessment over making inferences
- Mrs. Owen- summative (final) assessment over making inferences and begin reading a story and filling out Profundity Chart with a partner.

Week 19:

Monday, January 9:

- Goal: Spelling bee! Each language arts teacher will find one winner from each of her language arts classes. The school-wide spelling bee will be January 19 at 7:30.

Tuesday, January 10:

- Mrs. Ley (gone today): Students practice finding verbs in sentences and silent read.
- Mrs. Owen: Begin new unit- What is an inference?

Wednesday, January 11:

- Mrs. Ley: discuss One-Pager novels for this trimester, and hand out novels to students.
- Mrs. Owen: What is an inference? Students read passages and practice making inferences with

teacher.

Thursday, January 12:

- Mrs. Ley: answer questions about novels, introduce unit 2 (reading and writing narratives/stories) essential questions and vocabulary, start discussion: what is an inference?

Friday, January 13: SNOW DAY

Weeks 16 and 17 Holiday Break

Week 18

Monday, January 2: NO SCHOOL- LAST DAY OF HOLIDAY BREAK

Tuesday, January 3:

- Grammar practice: helping/linking verbs
- Update reading goal graph with holiday break reading
- Take care of library business- return books, check out new books
- Silent read when reading goal graph and library business is complete

Wednesday, January 4:

- Grammar practice: helping/linking verbs
- Hand back argumentative essays that were collected before break. Teacher will conference with students who did not pass and will need to revise their work. Students who did pass but would like to

revise to try to get a better grade may do so. ALL revisions are due this Friday!

Thursday, January 5:

- Grammar practice: helping/linking verbs
- Students revise argumentative essays in computer lab

Friday, January 6:

- Grammar practice: helping/linking verbs
- Students finish revising argumentative essays in computer lab. ALL REVISED ARGUMENTATIVE ESSAYS ARE DUE AT THE END OF THE HOUR!

Weeks 14 and 15 (Last 2 weeks before break)

Monday, December 5:

- Ley: Teacher shows students how to create a reason from evidence using Ruby Bridges story. Student teams create a reason from evidence and write paragraph.
- Owen: Students read informational texts about courageous people.

Tuesday, December 6:

- Ley: Teacher shows students how to write an introduction and conclusion based on Ruby Bridges. Student teams write introduction and conclusion.
- Owen: Students read informational texts about courageous people.

Wednesday, December 7:

- Ley: Students read informational texts about courageous people.
- Owen: Students pick one informational text they have read over the last couple of days and highlight the evidence in the text to prove why the person is courageous.

Thursday, December 8:

- Students pick one informational text they have read over the last couple of days and highlight the evidence in the text to prove why the person is courageous.

Friday, December 9:

- Students begin the summative (final) writing assessment. The task will be to write a short argumentative essay as to why the person they read about in the informational text is courageous. Teacher models how to write introduction including claim and students do the same. Teacher will also model how to write a reason to support the claim and students will do the same for their essay.

Monday, December 12:

- Teacher models how to write a reason to support the claim and how to write the evidence to support the reason. Students complete the same for their essay.

Tuesday, December 13:

- Teacher models how to write conclusion and students do the same for their essay. Students also read each others' essays and give feedback.

Wednesday, December 14:

- Students type final draft of essay in computer lab.

Thursday, December 15:

- Students type final draft of essay in computer lab. FINAL DRAFT DUE AT THE END OF THE HOUR.

Friday, December 16: Holiday Celebration

Week 13**Monday, November 28:**

- Grammar starter: adjectives
- Ley/Frazier: Hand back tests (One-Pager and Finding Argumen in Text) and discuss, update reading goal graph, put students into teams based on what novel they read for the first One-Pager.
- Owen: Students work with teams to write argumentative essay together based on novel.

Tuesday, November 29:

- Grammar starter: adjectives
- Ley/Frazier: Teacher reads book Ruby Bridges out loud and asks students to help her make a claim whether Ruby is courageous or not. Students work with teams (students grouped by which One-Pager book they read) to identify whether the character in their novel was courageous or not .
- Owen: Students work with teams to write argumentative essay together based on novel.

Wednesday, November 30:

- Grammar starter: adjectives
- Ley/Frazier- Students help teacher come up with a reason to support the claim/argument for Ruby Bridges. Students come up with reason to support claim/argument for novel.
- Owen- Students work with teams to write argumentative essay together based on novel. And, Mrs. Owen models how to write conclusion.

Thursday, December 1:

- Grammar starter: adjectives
- Ley/Frazier- Teacher shows students what evidence from a story looks like. Students individually look for evidence from their novel to support their reason. Students share found evidence and decide on which evidence best supports reason.
- Owen- Students work with teams to write conclusion for practice argumentative essay.

Friday, December 2: END OF TRIMESTER ONE!

- Grammar quiz: adjectives
- Ley/Frazier- Students receive new reading goal documents for trimester 2 and set new goal.
- Owen- Student teams finish writing practice argumentative essay together.

Week 12**Monday, November 21:**

- Mrs. Owen: Students work in teams to identify reasons and evidence to support their arguments/claims concerning whether or not the main character is courageous or not.
- Mrs. Ley: Debrief on assessment from last week, One-Pager work and get help from Mrs. Ley if needed

Tuesday, November 22:**- FINAL ONE-PAGER ASSESSMENT DUE FOR ALL STUDENTS!**

- Mrs. Owen: Students work in teams to identify reasons and evidence to support their arguments/claims concerning whether or not the main character is courageous or not.
- Mrs. Ley: Students reflect on reading goal progress this trimester, take care of library business, and silent read

Wednesday, November 23- Friday, November 24: THANKSGIVING BREAK!

Week 11

Monday, November 14:

- Grammar starter: adjectives
- Mrs. Owen's class: Start group work- Is the main character in the novel you read courageous or not?
- Mrs. Ley's classes: Review [Tracing and Evaluating Argument in Text](#) activity from last week to review for test tomorrow.

Tuesday, November 15:

- Grammar starter: adjectives
- Mrs. Owen's class: Group work- Creating an argument for whether main character is courageous or not
- Mrs. Ley's classes: Summative Assessment [Tracing and Evaluating Argument in Text](#)

Wednesday, November 16:

- Grammar starter: adjectives
- Mrs. Owen's class: Group work- Creating an argument for whether main character is courageous or not
- Mrs. Ley's classes: Summative Assessment [Tracing and Evaluating Argument in Text](#)

Thursday, November 17:

- Grammar starter: adjectives
- Mrs. Owen's class: Group work- Creating an argument for whether main character is courageous or not
- Mrs. Ley's classes: Finish assessment

Friday, November 18:

- Grammar quiz: adjectives
- Mrs. Owen's class: Group work- Creating an argument for whether main character is courageous or not
- Mrs. Ley's classes: Work on One-Pager assessment, which is due Tuesday, November 22.

Week 10**Monday, November 7:**

- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Mrs. Owen's class: Start Summative Assessment [Tracing and Evaluating Argument in Text](#)
- Mrs. Ley's classes: Finish [Tracing and Evaluating Argument in Text](#) activity from last week

Tuesday, November 8:

- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Mrs. Owen's class: Summative Assessment [Tracing and Evaluating Argument in Text](#)
- Mrs. Ley's class: Finish [Tracing and Evaluating Argument in Text](#)

Wednesday, November 9- Friday, November 11: CAMP PINEWOOD!

Week 9

Monday, October 31:

- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Grammar mini-lesson: pronouns, nouns, subjects
- Activity: [Tracing and Evaluating Argument in Text](#). Teacher models how to complete the task and students practice with teacher.

Tuesday, November 1: HAPPY NOVEMBER! :)

- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Grammar mini-lesson: pronouns, nouns, subjects
- Continue activity: [Tracing and Evaluating Argument in Text](#). Students and teacher practice task together (Paragraph 3 tasks).

Wednesday, November 2:

- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Grammar mini-lesson: pronouns, nouns, subjects
- Continue activity: [Tracing and Evaluating Argument in Text](#). Students complete Paragraph 4 tasks independently.

Thursday, November 3:

- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Grammar mini-lesson: pronouns, nouns, subjects
- Finish activity: [Tracing and Evaluating Argument in Text](#) by examining conclusion paragraph questions and author's purpose. Teacher collects activity packet from each student and reviews Paragraph 4 tasks to check for understanding (formative assessment).

Friday, November 4:

- Grammar quiz: pronouns, nouns, subjects
- Update reading goal graph (end of "Week 9")
- Teacher reviews [One-Pager](#) assignment with students, goes over grading rubric, and hands out One-Pager documents. **The final One-Pager assessment for this trimester will be due Tuesday, November 22!** Students will silent read and/or start working on their second One-Pager in class.

Week 8

Monday, October 24:

- Goal: What is courage? What is a "claim?" What is "evidence (relevant)?" What are "reasons (clear)?"
- Grammar mini-lesson: pronouns, nouns, subjects
- Continue "[Opinionnaire: What is Courage?](#)" Students help teacher complete "Scenario 2."
- Students add to [courage Circle Map](#) from last week, if necessary.
- Review terms from last week: claim, evidence (relevant), and reasons (clear).

Tuesday, October 25:

- Goal: What is courage? What is a "claim?" What is "evidence (relevant)?" What are "reasons (clear)?"
- Grammar mini-lesson: pronouns, nouns, subjects
- Continue "[Opinionnaire: What is Courage?](#)" Students collaboratively complete Scenarios 3 and 4.
- Students share out responses.

Wednesday, October 26:

- Goal: What is courage? What is a “claim?” What is “evidence (relevant)?” What are “reasons (clear)?”
- Grammar mini-lesson: pronouns, nouns, subjects
- Continue Students independently complete Scenario 5 of [“Opinionnaire: What is Courage?”](#).

Thursday, October 27:

- Goal: What is courage? What is a “claim?” What is “evidence (relevant)?” What are “reasons (clear)?”
- Grammar mini-lesson: pronouns, nouns, subjects
- Students finish [“Opinionnaire: What is Courage?”](#) activity (if necessary)
- Silent reading

Friday, October 28:

- MRS. LEY'S LA CLASSES: [One-Pager](#) ASSIGNMENT DUE TODAY!

- Grammar quiz: pronouns, nouns, subjects
- Update reading goal graph (end of week 8)
- Goal: How do I trace and evaluate an argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not? How do I determine an author's point of view or purpose in a text and explain how it is conveyed in the text?
- Grammar mini-lesson: pronouns, nouns, subjects
- Activity: [Tracing and Evaluating Argument in Text](#). Students and teacher practice task together.

Week 7**Monday, October 17:**

- Goal: What is courage?
- Grammar mini-lesson: noun and pronoun practice
- Teacher gives students one piece of paper. On one side students create a [Circle Map](#) with “courage” in the center. On the other side of the paper, the students create a [Brace Map](#). The left-hand side of the Brace Map will say “Essential Parts of an Argument.” The major parts of the Brace Map will be “claim,” “evidence (relevant),” and “reasons (clear).” Students will add to these Thinking Maps the next few days.
- Begin [Superman Scenario](#) activity. Start to add to [“courage” Circle Map](#) as class starts to define “courage” from reading the Superman Scenario.

Tuesday, October 18: MEAP testing (math) all day

Wednesday, October 19: MEAP testing (social studies) all day

Thursday, October 20:

- Goal: What is courage? What is a “claim?” What is “evidence (relevant)?” What are “reasons (clear)?”
- Grammar mini-lesson: nouns and pronouns
- [Superman Scenario](#) continued from Monday. Teacher models how to write a claim, evidence, and reasons. As teacher models, she defines “claim,” “evidence (relevant),” and “reasons (clear).”
- Students write official definition for “claim,” “evidence (relevant),” and “reasons (clear),” as given by the teacher, on their Brace Maps, which were created Monday in class. Definition for “claim”: A statement (spoken or written) that is believed to be factual/true; the central argument. Definition for “evidence (relevant)”: Information (usually facts, figures, statistics, observations) that helps to prove the claim is true. Definition for “reasons (clear)”: Statement(s) that explain how the evidence supports the claim.
- Students add any other information to [courage Circle Map](#) from what they have learned today.

Friday, October 21:

- MRS. OWEN'S LA CLASS [One-Pager](#) ASSIGNMENT DUE!

- Goal: What is courage? What is a “claim?” What is “evidence (relevant)?” What are “reasons (clear)?”
- Grammar quiz: nouns and pronouns
- Students update reading goal graph (end of week 7)
- Begin activity, [“Opinionnaire: What is Courage?”](#) Teacher models how she would complete “Scenario 1.” Teacher reviews the meaning of a “claim,” “evidence (relevant)” and “reasons (clear).”

Week 6

Monday, October 10:

- Goal: What is our first official project/unit in LA?
- Grammar and mechanics mini-lesson: noun and pronoun practice
- Present students with Entry Event video from Mr. Johnson: [Unit 1 Task Video](#)
- Present students with Driving Questions: What is courage? How do we argue our beliefs?
- Present students with culminating product rubrics

Tuesday, October 11: MEAP testing all day

Wednesday, October 12: MEAP testing in the morning and “MEAP relief” movie or games in afternoon

Thursday, October 13:

- Goal: What is our first official project/unit in LA? Who are my teammates?
- Grammar and mechanics mini-lesson: noun and pronoun practice
- Review project grading rubrics in detail
- Students are placed with teams
- Teams identify strengths and choose group roles

Friday, October 14:

- Grammar quiz: nouns and pronouns
- Students update reading goal graph- end of week 6 for goal period
- Students read/work on One-Pager assignment

Week 5

Monday, October 3:

- Goal: How does a particular story’s plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar and mechanics mini-lesson: finding nouns
- Lessons continued from last week with plot diagram/story elements: [Gradual Release process \(see pg. 2\)](#)- student collaboration- Students read short story with small group, together fill out [plot diagram](#), and write One-Pager together.

Tuesday, October 4:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar and mechanics mini-lesson: finding nouns
- Plot diagram/story elements- [Gradual Release process \(see pg. 2\)](#)- independent practice- Students read short story by themselves, create plot diagram, and fill in One-Pager. Teacher collects One-Pager to provide students with feedback.

Wednesday, October 5:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar and mechanics mini-lesson: finding nouns
- Students pick one out three book choices to read for first [One-Pager](#) assignment.
- Discussion: How can I track my thoughts about the plot elements of my book while I'm reading?

Thursday, October 6:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar and mechanics mini-lesson: finding nouns
- Students start reading their One-Pager book and begin filling out a plot diagram.

Friday, October 7 (hour shortened due to spirit assembly in afternoon):

- Grammar and mechanics: finding nouns quiz
- Students update personal reading goal progress chart
- Students reflect on reading goal progress

Week 4

Note: Before we officially begin our first unit/project, we will spend this week teaching students about the literature concepts they will have to understand in order to complete the One-Pager assignments (see information about the One-Pager in Week 3 lesson plans) this trimester.

Monday, September 26: NO SCHOOL- teacher meetings

Tuesday, September 27:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)

- Grammar: Teaching models writing a sentence and identifying the subject and verb.
- Independent reading [One-Pager](#) assignment description. This week we will show students how to complete this assignment.
- [Plot diagram](#) introduction (part of one-pager assignment). What are the parts every story/narrative contains? Look at interactive website: [Cinderella Story Elements](#).

Wednesday, September 28:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar: Class creates sentences together and identifies subjects and verbs.
- One-Pager description continued with plot diagram. [Gradual Release process \(see pg. 2\)](#)- Teacher reads a short story and class helps teacher to fill in a plot diagram.

Thursday, September 29:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar: Students write sentences together in pairs and identify the subjects and verbs.
- Plot diagram continued: Finish filling in plot diagram and identify how the characters change throughout the story.

Friday, September 30:

- Goal: How does a particular story's plot unfold in a series of episodes? How do characters respond or change as the plot moves toward a resolution? (Common Core Standard RL.6.3)
- Grammar: Students independently write sentences and identify subjects and verbs and answer the question, "What makes a sentence a sentence?"
- Plot diagram continued: Teacher models how to write a One-Pager using picture book story used in class this week.

Week 3

Monday, September 19:

- Introduction to grammar and mechanics (What is a sentence?). We will be using the teaching method proposed by educator, consultant, and researcher, Jeff Anderson. Please see his thoughts on grammar and mechanics instruction at: [In Perspective Article](#).
- Create class social contract (set of guidelines/rules students and teacher will agree to follow for the rest of this school year).

Tuesday, September 20:

- Grammar: What should a sentence contain?
- Finish social contract

Wednesday, September 21:

- Grammar: "Sentence Smackdown" (hunting for subjects and verbs)
- Reading goals- discuss: students will be able to create their own reading goal each trimester, go over different options, hand out reading goal documents (reading goal graph to track weekly progress, day-by-day reading log, book log list), students brainstorm reading goals

Thursday, September 22:

- Grammar: Share "Sentence Smackdown" from yesterday
- Students officially create reading goal for first trimester and fill in specific information on their reading goal graph, teacher checks reading goals, students silent read and begin to track progress

Friday, September 23:

- Grammar: Students construct their own sentences and find subject and verb.
- Reading goals: Students will be introduced to the "One-Pager" assessment. Please look at a few [one-pager examples](#). Students will be asked to complete One-Pagers so they are held somewhat accountable for independent reading. Students will be asked to complete 3 of the same One-Pager assignments each trimester (except this first trimester they will be asked to complete 2). The first two One-Pagers students turn in will be given feedback only. The third One-Pager students will turn in each trimester will be the final "test," so it will be graded. After the One-Pager discussion, the teacher will check in with students to see how they are doing on creating their individual goals and students will silent read.

Week 2**Monday, September 12:**

- Go through listening and speaking norms listed on chart paper from "Find Someone Who" activity
- Begin activity- ["Posing Questions and Responding"](#)

Tuesday, September 13:

- Finish activity from yesterday (if needed)
- Add listening and speaking norms to chart paper from activity

- Begin activity [“Listening with Understanding and Empathy”](#) (see pages. 40-43- “Second Session Activity”)

Wednesday, September 14:

- Finish activity started yesterday
- Add listening and speaking norms to chart paper from activity
- Begin activity- [“Membership Grid”](#) (see pages 38-42) if time permits

Thursday, September 15:

- Activity- “Membership Grid”

Friday, September 16:

- Finish week activities and silent reading

Week 1

Tuesday, September 6 (FIRST DAY OF SCHOOL):

- Introduction from teacher and Good Things from class
- Activity- “Up/Down: What We Have in Common” (see activity description on pg. 2-
<http://www.daughtersandsonstowork.org/user-assets/PDF/05IceBreakersGuide%2012-10-04.pdf>)

Wednesday, September 7:

- Go through procedures and rules specific to teacher’s classroom
- Begin activity- “Find Someone Who” (<http://www.press.umich.edu/pdf/0472031651-sample.pdf>)

Thursday, September 8:

- Any questions about LA, procedures, or teacher’s classroom so far?

- Finish "Find Someone Who"
- Quick Write- What was challenging about "Find Someone Who"? What have you learned about some of the people in your class?
- Begin to write down listening and speaking norms on chart paper (we will use these norms throughout the rest of the school year) based on activity

Friday, September 9:

- Visit the middle school library to check out books

Week 37

Monday, May 14:

- Quick writes with grammar review practice
- Computer lab to make last revisions to letter of complaint- based on teacher feedback

Tuesday, May 15:

- Quick writes with grammar review practice
- Share letters of complaint

Wednesday, May 16: Half an hour classes in AM and movie in PM to prepare for Fiesta

- Quick writes with grammar review practice
- Address envelopes and prepare to send out letters of complaint

Thursday, May 17: 6TH GRADE FIESTA- ALL DAY

Friday, May 18: NO SCHOOL FOR STUDENTS- TEACHER WORK DAY

Week 38

Monday, May 21:

- Quick writes with grammar review practice
- Start new mini-unit on research- What is research? Why is it important?
- Introduce practice research packet- go through research process briefly
- Start research practice packet- write research questions

Tuesday, May 22:

- Quick writes with grammar review practice
- Research practice packet- finish writing research questions, discuss sources and how to cite them, fill out Source Page with articles about energy drinks

Wednesday, May 23:

- Quick writes with grammar review practice

- Read energy drink articles and take notes (Steps 3-7 in practice packet)

Thursday, May 24:

- Quick writes with grammar review practice
- Finish reading energy drink articles and taking notes

Friday, May 25:

- Quick writes with grammar review practice
- Brainstorm issues to raise questions with for personal research

Week 39:

Monday, May 28: NO SCHOOL- MEMORIAL DAY

Tuesday, May 29:

- Quick writes with grammar review practice
- Finish brainstorming research topics and students choose topic- write essential research questions and smaller research questions **(DUE TOMORROW)**

Wednesday, May 30:

- Quick writes with grammar review practice
- Research in computer lab

Thursday, May 31:

- Quick writes with grammar review practice
- Research in computer lab

Friday, June 1:

FINAL ONE-PAGER DUE FOR OWEN AND LEY!

- Quick writes with grammar review practice
- Research in computer lab **(RESEARCH PACKET DUE AT END OF HOUR)**

Week 40

Monday, June 4:

- Share research findings

Tuesday, June 5:

Wednesday, June 6: LAST DAY OF SCHOOL!

