Mrs. Secrease’s Lesson Plans

 Week of May 17-21

I can: use common Greek or Latin roots as clues to meaning, spell correctly, and consult reference materials. I can analyze information; form opinions based on evidence and respond appropriately in writing.

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8:00-8:30** | Homeroom/BreakfastImagine Learning | Homeroom/BreakfastImagine Learning | Homeroom/BreakfastImagine Learning | Homeroom/BreakfastImagine Learning | Homeroom/BreakfastImagine Learning |
| 8:30-9:10Rotation9:10-9:30 Instructional Recess9:30-10:00 restroom10:00-11:20 1st period11:20-12:352nd Period12:35-12:453rd Period12:45-1:25Recess/Lunch1:25-2:453rd Period2:45 Dismissal | **PE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Daily Journal EntryWriting: TSW complete their analysis of “The Lunch Room Fight.” TSW take on the role of the principal of the school and write a suspension report based on the evidence. Then, TSW write and email to the student’s parent which explains the evidence and why they are suspended. Last, TSW take on the point of view of the parent and respond to the principal’s email—either in support of the suspension or opposing it. Assessment: student writing**Science:** **Assessment:** **Materials:** -Paper/Pencil-Handouts-Student Computer-Partners-Small Groups-One on one with teacher-**Notes:**  | **LIBRARY**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Daily Journal EntryWriting: TSW participate in an activity in which they research a job, it’s educational requirements, it’s salary, and create a monthly budget.Today, the students will choose a job, research it and fill out an application for the position. The students will also write a reference letter for a student in the classroom. Assessment: application and reference letter**Science:** Assessment: **Materials:** -Paper/Pencil-Handouts-Student Computer-Partners-Small Groups-One on one with teacher-**Notes:**  | **MUSIC**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Daily Journal EntryWriting: TSW use information from multiple graphic organizers to find their take home pay, compute their taxes and create a budget for expenses based on the job they have chosen and their take home pay. TSW keep a tally of credits and debits. Assessment: analysis of graphic organizers and completion of chart. **Science:** **Materials:** -Paper/Pencil-Handouts-Student Computer-Partners-Small Groups-One on one with teacher-**Notes:**  | **ART**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Daily Journal EntryWriting: TSW use information from multiple graphic organizers to find their take home pay, compute their taxes and create a budget for expenses based on the job they have chosen. TSW keep a tally of credits and debits. (This is continued from yesterday. There are 13 steps)Assessment: completed graphic organizer  **Science:** **Materials:** -Paper/Pencil-Handouts-Student Computer-Partners-Small Groups-One on one with teacher--**Notes:**  | **COMPUTER**Daily Journal EntryWriting: Students will complete a writing and illustrated display based on the data they have collected during the Dream Job activity. Assessment: dream board**Science:** Assessment: **Materials:** -Paper/Pencil-Handouts-Student Computer-Partners-Small Groups-One on one with teacher--**Notes** |

**Please note: Lesson plans are subject to change**

L.6.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking as appropriate for Grade 6.

L.6.4 b Use common Greek or Latin affixes and roots as clues to the meaning of a word

L.6.4 c Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

L.6.2 d Spell correctly

L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive.

L.6.1.B Use intensive pronouns (e.g. myself, ourselves) correctly.

L.6.1.D Recognize and correct vague pronouns (e.g. ones with unclear or shifts in pronoun and person.)

L.6.5 Demonstrate understanding of figurative language, word relationships, and *nuances* in word meanings, as appropriate for the grade level. (Nuance is a subtle difference or distinction in expression, meaning, response, etc. A single word choice can convey a nuanced meaning: The girl was \_\_\_\_\_(e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).