

|  |  |                                  |
|--|--|----------------------------------|
| Name: Caroline Godfrey   |  | Grade: 6                         |
| Subjects Taught: English Language Arts                         |  | Week of- January 12-16, 2015     |
| If you have questions please contact me via email listed below |  |                                  |
| Phone: 785-295-3800  |  | Email: cgodfrey@topeka.k12.ks.us |
| Please Note: Lesson plans are subject to change without notice |  |                                  |
| 6 <sup>th</sup> Grade English Language Arts                    |  |                                  |
| Monday   | <p><u>Goal:</u> Students will analyze primary sources, facts and opinions in a text</p> <p><u>Bell Work:</u> Students will complete a Find Someone Who to review facts, opinions and primary sources</p> <p><u>Class Work</u></p> <ul style="list-style-type: none"> <li>• Students will finish reading “We are Americans” and complete read and synthesize questions. Students will work with a partner to read and analyze primary sources and complete a graphic organizer.</li> <li>• <u>Independent Work-</u> Choose one of the primary sources from “We Are Americans” and summarize the experience of the individual. What challenges did they face? How did they feel? Students will complete reading reflection. Students will describe their comprehension of the text and information they did not understand.</li> <li>• <u>Small Groups:</u> Students will complete a close reading about Jorge Manuel Perira’s experience moving to the United States. Students will complete reading reflection. Students will find examples of ambition in “We are Americans.” Students need to use evidence from the text.</li> </ul> <p><u>Homework:</u> Please read <i>Miracle’s Boys</i></p>   |                                  |
| Tuesday  | <p><u>Goal:</u> Students will reflect on the contributions immigrants have made in America and learn new vocabulary.</p> <p><u>Bell Work:</u> Students will complete a writing assessment responding to the following question: How do you think immigrants have transformed the United States? In a paragraph describe three contributions immigrants have made to the country.</p> <p><u>Class Work</u></p> <ul style="list-style-type: none"> <li>• Students will complete a context clue vocabulary exploration for “Becoming American.” Students will have a vocabulary chart with three columns. The columns include, what I think the word means, actual word definition and vocabulary sentence.</li> <li>• Students will use context clues to initially analyze the meaning of the word, then complete the What I think the word means column. Then teacher will explain the definition of the word and students will complete actual definition column. After all vocabulary definitions are completed, students will write a sentence using the vocabulary word.</li> <li>• Students will play quiz-quiz-trade to review vocabulary words</li> <li>• <u>Independent Work:</u> Students will choose of three vocabulary activities to apply vocabulary comprehension. Students may complete a</li> </ul> |                                  |

|           |  |
|-----------|--|
|           | <p>vocabulary paragraph using all eight vocabulary words, vocabulary four corners: include word, correct part of speech, definition and picture: Students can create a vocabulary poster including word, part of speech, definition and picture.</p> <ul style="list-style-type: none"> <li>• <u>Small Group</u>: Students will create vocabulary poster to reflect understanding word. Teacher will have poster example. Students will complete vocabulary self-assessment chart.</li> </ul> <p><u>Homework</u>: Please read <i>Miracle's Boys</i></p>  |
| Wednesday | <p><u>Goal</u>: Students will complete mid-year Scantron Assessment</p> <p><u>Bell Work</u>: N/A</p> <p><u>Class Work</u></p> <ul style="list-style-type: none"> <li>• Students will complete Scantron Assessment</li> <li>• Students will read <i>Miracle's Boys</i> after completing the Scantron Assessment.</li> </ul> <p><u>Homework</u>- Please read <i>Miracle's Boys</i></p>   |
| Thursday  | <p><u>Goal</u>: Students will analyze how facts support opinions in a text</p> <p><u>Bell Work</u>: What challenges would you face if you moved to a country that was very different from the one in which you were born? What could others do to help you get adjusted to life in their country?" Students will share with a partner</p> <p><u>Class Work</u></p> <ul style="list-style-type: none"> <li>• Students will complete fact and opinion exercise.</li> <li>• Students will read "Becoming American" and complete read and synthesize questions.</li> <li>• <u>Independent Work</u>: Find three sentences that use a vocabulary word. Write the meaning of the word. Complete vocabulary self-assessment chart.</li> <li>• <u>Small Group</u>: Students will choose two individuals from "Becoming American" (250-253) and complete Venn diagram to compare and contrast experiences. Students will write compare and contrast paragraph. Teacher will model compare and contrast paragraph.</li> </ul> <p><u>Homework</u>: Please read <i>Miracle's Boys</i></p> |
| Friday    | <p><u>Goal</u>- Students will analyzes facts to identify reasons why individuals immigrated to America.</p> <p><u>Bell Work</u>- Students will complete a vocabulary quiz for "Becoming American"</p> <p><u>Class Work</u></p> <ul style="list-style-type: none"> <li>• Students will complete writing prompt assessment. Select one of the individuals from "Becoming American" and describe their experience in America. Explain the challenges and successes they encountered and how they balance their culture with life in America.</li> <li>• Students will read "Immigration by the Numbers" Infographic and</li> </ul>  |

|                             |  |
|-----------------------------|--|
|                             | <p>complete read and synthesize questions. Students will create a chart that identifies four reasons why individuals immigrated to the United States. Identify the reason in one column and explain the reason in another column. Write a paragraph analyzing two of the reasons and determine if they are sufficient enough reasons to leave everything you know to move to a different country.</p> <ul style="list-style-type: none"> <li>• <u>Independent Work</u>: Students will complete an opinion, fact and primary sources skill practice. Students will complete skills self-assessment card.</li> <li>• <u>Small Group</u>: Students will play Fact, Opinion or Primary Source category game. Students will read example and decide if it is a fact, opinion or primary source. Teacher will lead game. Students will place in correct category. Students will complete skills self-assessment card.</li> </ul> <p><u>Homework</u>: Please read <i>Miracle's Boys</i></p> |
| Essential Question(s)       | <ol style="list-style-type: none"> <li>1. How can I analyze primary sources, facts, and opinions?</li> <li>2. How have immigrants transformed America?</li> <li>3. What is the meaning of the vocabulary word?</li> <li>4. How do facts support opinions?</li> </ol>   |
| Kagan                       | <p><u>Find Someone Who</u>: Students will review facts, opinions and primary sources</p> <p><u>Quiz-Quiz-Trade</u>: Students will review vocabulary words</p>  |
| Summarizing                 | <ul style="list-style-type: none"> <li>• Students will create a vocabulary poster</li> <li>• Students will summarize and immigrant's experience in America</li> <li>• Students can choose to write vocabulary paragraph</li> </ul>   |
| Course/Grade Level Standard | <p><b>LA.06.RI.2 and RL2:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; Determine a theme or central idea</p> <p><b>LA.06.RI.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>LA.06.RL.6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>LA.06.RI.8:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>   |