**6th Grade First Weeks of School/ Start of the Belonging Unit**

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| **Date** | **Learning Target** | **Bell Work** | **Activities**  | **Exit Slip** | **Homefun** |
| **Monday 8/25** | \*\*Send email to parents to fill out parent card**6A Block 1*** With Jeff, discuss snacks (goldfish, fruit, something small and healthy, etc.)
* Hand out lunch name tags with table assignment
* Get supplies from students for classroom supply cabinet
* Design desk labels
* Organize desks and lockers

**6B Block 2*** Anything left over from the morning
* Question ball (if time)
* 1:30 Assembly
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| **Tuesday 8/26** | **6A Block 1*** Team expectations
* Create Advisory class contract regarding “Choose Kindness”🡪 What are different ways we can show kindness and respect all year?
* Team activity and games
	+ Outsides games—hula hoop going around a large circle without breaking hands
	+ 2-3 truths and a lie
	+ Birthday line up—silent
	+ Name game (alliteration of names and have to repeat all those before them)

**6B Block 2*** Anything from the morning that didn’t get finished
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| **Wednesday 8/27** | **6A Block 1*** Mindset stations

**6B Block 2*** Mindset stations
* Team games (see Tuesday)
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| **Thursday 8/28** | **6A Block 1*** Creating a paper iPad with own apps to describe and represent yourself
* Habits of mine power point, individual activity
	+ What do the habits look like in the classroom?
	+ Watch Caine’s Arcade to pick out the habits

**6B Block 2*** iPad selfie frame
* Paper iPad with student’s personalized apps to represent themselves
* End of the day🡪 RC orientation and Lab orientation
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| **Friday 8/29** | **Finish anything that was not finished during the rest of the week….If time, start:*** Tuesday’s activities
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| **NO SCHOOL ON MONDAY SEPTEMBER 1!!!!** |
| **Tuesday 9/2** | * Define and explain respect in our classroom community
 | * Agenda
 | * Teacher introduction
* Expectations and procedures (ppt & syllabus)
* Getting acquainted with the room (ppt)
* Ice breaker🡪 Ball activity (directions in ppt)
* Start the class contract (if needed?)
 | What does respect mean to you? (Complete with groups to start class contract) | Find an IR novel to read (due Friday 9/5) |
| **Wednesday 9/3** | * Create a class contract
* Explain classroom procedures
 | * Read homepage on my teacher website
* What is the learning target for today? What is the essential question?
 | * Show students around the teacher website and have students bookmark the page on their iPad
* Pass back written class contract
* Present to the class and I will write down each group’s work
* Create the class contract –explain they will get a copy to take home and sign with their parents
* Write a welcome letter
* Divide notebooks using post-its, then set aside
* IR reading discussion—what do you like to read? In groups
* Take notes in Readers Notebook
* Present to the class
* Discuss Independent Reading
* Give time to go to the RC to find a novel to read (if needed)
 | * What do you expect from your teacher? What is one fun fact about you? Back of the welcome letter
 | X |
| **Thursday 9/4** | * Revise letter
* Summarize peer letter by introducing classmate to the group
 | * Find your writing partner listed on the board and sit next to them for the first part of class
* What is the learning target for today? What is the essential question?
 | * Pass out typed class contract
* Discuss Box Format
* Revise letter into box format and type
* Discuss writing rubric that will be used all year (break into groups to discuss each part and present)
* Share with writing partner before submitting for final
* Decorate letter with picture
* Partners will share final letter with one another & then present their partner toclass
 | * Turn in new letter
* List one strength and one weakness in writing (post-it).
 | Class contract due on Friday 9/5 (if needed?)Find an IR novel for Friday 9/5 |
| **Friday 9/5** | Identify different between a credible and not credible source | * Read IR novel for 15 minutes

(check IR novels, collect contract)* What is the learning target for today? What is the essential question?
 | * Discuss current events…
	+ Every Friday, must come in with a current event article
	+ Read before Friday
	+ Take notes
	+ Summarize to class
* Discuss certain sites that are acceptable to find a news story/not acceptable to find a news story
	+ Group work, give students 1 topic as a whole class
	+ Each group has a different media outlet to search (Wikipedia, Wikianswers, CNN, Time for Kids, Answers)
	+ Present findings to the class and discuss credible sites and sources
* Find a news story to model how to take notes to students (Cornell Notes to use ALL year)
* Students have time to find 1 news article that is interesting and take notes
 | Turn in Cornell Notes  | * Current event due next Friday to present to the class
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| **Monday 9/8** | * Explain the vocabulary survivor
 | * Agenda & read for 15 minutes
* What is the learning target for today? What is the essential question?
 | * Discuss Vocab survivor…
	+ Pass out vocabulary words
	+ Discuss due date and purpose
	+ Discuss how to vote words off
	+ Show students the word wall
* Introduce the first vocabulary word from Vocab Survivor and discuss definition and brainstorm 4 examples
* Discuss Google Drive and Schoology
	+ Students will log into their Google account to create their folder (Last name, Chamoun)
	+ Show students how to create folder and document and share
	+ Students will enroll into Chamoun Schoology class
* (If time **or** for Homefun) Answer on Schoology: How was your first week of school? Respond to 1 student.
* (If time) Look at teacher website again and click on different parts of the website and hold up to show teacher they know how to access it.
 | Questions about the vocab or current events | * Schoology discussion forum due Friday
* Current event due Friday
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| **Tuesday 9/9** | * Generate IR questions
* Summarize current event
 | Read for 15 minutes | * Vocab🡪 Take one example and write down a sentence with context clues; underline and give part of speech
* Generate IR questions…
	+ List as many as you can
	+ Share questions out loud
	+ Discuss open vs. closed ended questions
	+ Revise closed ended questions into open ended
	+ Share questions out loud to give people ideas
	+ Circle the top 5-10 open ended questions
* Scavenger hunt about everything students learned in the first couple weeks (complete in groups)…
	+ Missing work, absent work, student folders
	+ Agenda
	+ Teacher site
	+ Essential questions, activities, BW, and exit
	+ Google Drive and Schoology
* Give time for current event if needed
 | Current event notes | * IR
 |
| **Wednesday 9/10** | * Create sentences using the vocabulary word of the week and context clues
* Define belonging and identify evidence of belonging in a short story
 | Read for 15 minutes | * Use one of the example words in a sentence using context clues; underline and give the part of speech
* Model a box format answer to one of the IR questions to show how to find evidence in a novel
* Start to answer one question in box format (7 minutes—so not all may finish)
* What is the definition of belonging?
	+ Dictionary definition (denotation), and group definition (connotation)
	+ Examples in magazines (collage)
	+ Present
* Read a short story about belonging and discuss how the character felt and connect it to the definition in group work
* On demand🡪 fiction piece (ending to the short story or the next chapter) about theme of belonging
 | On demand is the exit-slip | IR |
| **Thursday 9/11** | * Explain how people settle in an area
 | Read for 15 minutes | * Vocab🡪 Use one of the example words in a sentence using context clues; underline and give the part of speech
* Start or finish an answer to one question in box format (7 minutes—so not all may finish)
* Fishbowl🡪
	+ Think/Write- What makes a place a good or bad place to settle and belong? Tie to short story
	+ Fishbowl- Discuss rules for discussion (create goals with partners) and then small groups for fishbowl
* Give 10-15 minutes for current event activity for tomorrow
 | Fishbowl self-reflection | Current event due on Friday |
| **Friday 9/12** | * Identify and summarize the main points of a nonfiction text
 | Read for 15 minutes | * Vocab🡪 Use one of the example words in a sentence using context clues; underline and give the part of speech
* Start or finish an answer to one question in box format (7 minutes—so not all may finish)
* Present current event to peers
* Peers will write down 2-3 interesting ones from the week and explain why
* Social Studies vocabulary words pre-assessment on Schoology
* Nonfiction textbook scavenger hunt (finding text features and discussing it’s importance)
 | Scavenger hunt | IR |
| **Monday 9/15** | * Identify and summarize the main points of a nonfiction text
 | * Agenda
* Read for 15 minutes
 | * Discuss nonfiction reading strategies (SQR3 and show the graphic organizer)
* Model SQR3 by reading Chapter 1
* Practice SQR3 by reading Chapter 2 in partners
 | SQR3 partner work | Current events due Friday |
| **Tuesday 9/16** | * Identify and summarize the main points of a nonfiction text
 | Read for 15 minutes | * Jigsaw Chapter 3-6 in textbook using the SQR3 method (large paper)
* Jigsaw groups🡪 How does this connect with belonging and settling?
* Present the jigsaw to the class
* Activity Individual Stations🡪 Show various communities and ask if they would settle and feel as if they belonged and explain why/why not
* Those students at their seat waiting🡪 Work on current event
 | Station work | IR  |
| **Wednesday 9/17** | * Identify and summarize the main points of a nonfiction text
 | Read for 15 minutes | * Vocab🡪 Use one of the example words in a sentence using context clues; underline and give the part of speech
* Start or finish an answer to one question in box format (7 minutes—so not all may finish)
* Break students up into teacher- created groups (based on yesterday’s activity) and each group will get one civilization to be come an “expert” in.
	+ Read about the civilization
	+ Watch videos about the civilization and how it came to be
	+ Take notes (SQR3 method)
* Then they have to teach the class about that civilization
 | SQR3 from assigned civilization  | IR |
| **Thursday 9/18** | * Identify and summarize the main points of a nonfiction text
 | Read for 15 minutes | * Vocab🡪 Use one of the example words in a sentence using context clues; underline and give the part of speech
* Start or finish an answer to one question in box format (7 minutes—so not all may finish)
* **FINISH ANYTHING FROM THE WEEK THAT HAS NOT BEEN FINISHED**
 | Questions? | IR |
| **Friday 9/19** | * Summarize current event and its importance on the world today
 | Read for 15 minutes | * Vocab🡪 Use one of the example words in a sentence using context clues; underline and give the part of speech
* Start or finish an answer to one question in box format (7 minutes—so not all may finish)
* Present current event and take notes
* Peers will write down 2-3 interesting ones from the week and explain why
* **FINISH ANYTHING FROM THE WEEK THAT HAS NOT BEEN FINISHED**
 | 3 facts you learned on a bingo sheet and find 3 more facts from another peer bingo sheet | IR |

**Looking ahead….**

\*Week of 9/15🡪 Find videos for the civilizations, conduct the TC Reading Assessment, and MapQuest and 5 Regions activity in KUD

**Common Core Standard**: Please see the KUD for the standards attached to the unit.