**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 | | | | |
| **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 | | | | |
| **Wednesday 8/27** | **6A Block 1**   * Mindset stations   **6B Block 2**   * Mindset stations * Team games (see Tuesday) | | | | |
| **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 | | | | |
| **Friday 8/29** | **Finish anything that was not finished during the rest of the week….If time, start:**   * Tuesday’s activities | | | | |
| **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 |
| **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 |
| **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.