

Miss Hibbard's Lesson Plans- Grade 6

Week of: May 23rd – May 27th

Our Schedule:

8:35-8:50 Morning Work	Morning Work -The students will complete review activities to reinforce previously learned skills and spelling concepts. Early finishers will complete desk packets, read AR books, or study spelling.
8:50-9:10 Morning Meeting	The students will review classroom expectations. We will also reinforce School Wide Positive Behavior Support topics including Trojan traits.
9:10-9:40 Social Studies/Science	See Attached Daily Plans M/T/W: My Homeroom will travel to Ms. Kirkpatrick for Social Studies (see her plans). I will have her class for Science. Thursday: ELA Computer Application Skills, Study Island, Progress Monitoring, PSSA Preparation (Homeroom class) Friday: Reading Test, Spelling Test, Writing Activities (Homeroom class)
9:40-10:10 Science	See Attached Daily Plans M/T/W: Science for my Homeroom Thursday: ELA Computer Application Skills, Study Island, Progress Monitoring, PSSA Preparation (Homeroom class) Friday: Reading Test, Spelling Test, Writing Activities (Homeroom class)
10:15-11:30 Math	See Attached Daily Plans Friday: Math Computer Application Skills, Study Island, PSSA Preparation
11:30-12:15 ELA	See Attached Daily Plans ELA: Spelling, Grammar, Writing, Target Skill
12:20-12:50	Lunch
12:50-1:15	Recess
1:20-1:35/1:45 Quiet Time	Students can work on AR points, Homework, SSR, classroom Read Aloud, guided reading groups, or independent reading projects.
1:35-2:25 Reading	See Attached Daily Plans Reading skills, weekly story, writing activities
2:20	Go over Homework/Agendas, Clean Up, Pack Up
2:30-3:05 Specials	SPECIALS Mon-STEAM, Tues-Music, Wed-Computers, Thurs-Gym, Fri-Library
3:05-3:15	Prepare for Dismissal-Pass out fluoride, Class Dojo, Class Jobs Escort students to buses at 3:15

This Week's Morning Work (Spelling and AR):

Monday: AR Points/Novel Questions

Tuesday: AR Points/Novel Questions

Wednesday: AR Points/Novel Questions

Thursday: AR Points/Novel Questions

Friday: AR Points/Novel Questions

<h1>Science</h1> <p>9:10-9:40 & 9:40-10:10</p> <p>Lessons are the same for my homeroom and Mrs. Kirkpatrick. See Ms. Kirkpatrick's lesson plans for Social Studies.</p>	
Monday	<p>Topic/Unit: Physical Science Week 1: Scientific Method Objective: The students will be able to apply the scientific method to different scientific investigations. DOK Levels: 1, 2, 3</p> <ul style="list-style-type: none">-Introduce Vocabulary List given to students and concept. We will discuss the importance of living organisms in society.-We will read and highlight the science magazine (differentiated). We will perform a think aloud as we discuss the concepts in the magazine. Students will be highlighting key concepts to help them with the assessment.-Students will work to complete the cross word. We will use this as a discussion of important concepts and vocabulary. <p>Homework: Crossword Puzzle</p>
Tuesday	<p>Topic/Unit: Physical Science Week 1: Scientific Method Objective: The students will be able to apply the scientific method to different scientific investigations. DOK Levels: 2, 3</p> <ul style="list-style-type: none">-We will review the vocabulary list and concepts discussed yesterday.-We will continue reading and highlighting the science magazine through guided instruction (differentiated). We will perform a think aloud as we discuss the concepts in the magazine. Students will be highlighting key concepts to help them with the assessment.-The class will work through guided instruction of the math connection activity and supplemental activities in the magazine. This will deepen their understanding of the scientific method. <p>Homework: Crossword Puzzle, Quiz tomorrow!</p>
Wednesday	<p>Topic/Unit: Physical Science Week 1: Scientific Method</p>

	<p>Objective: The students will be able to apply the scientific method to different scientific investigations.</p> <p>DOK Levels: 1, 2, 3, 4</p> <ul style="list-style-type: none"> -The class will play a review game to review key concepts and vocabulary terms. -The class will take the open book quiz assessment (graded). This quiz is differentiated and adapted to meet the needs of the students in the classroom. -When the class has finished, we will watch a Discovery Ed and National Geographic video to further their understanding and engage the students in the classification of living organisms. We will also engage in hands-on experiments time permitting. <p>Homework: None!</p>
Thursday	<p align="center">ELA Computer Application Skills (9:10-10:10)</p> <p>The class will review a study island skill that is assigned. We will review the topic as a class through guided instruction. The students will then travel to the computer lab or use Chrome Books to work independently on the assigned topics.</p> <p>We will be using <u>Study Island</u> as a way to progress monitor and prepare for standardized testing. **This time may also be used for <u>PSSA preparation</u> activities (COACH book) or writing activities. *My Homeroom</p> <ul style="list-style-type: none"> -Study Island...go over the skills, work for blue ribbons (teacher will monitor progress) -teacher will work with individuals to reteach skills and have review centers for struggling students in ELA -Novel Groups: pages 158-198 (Chapters 9 and 10)
Friday	<p align="center">ELA Instruction Time (9:10-10:10)</p> <p>The students will be taking their <u>weekly reading and spelling tests</u> that will be differentiated to meet individual needs (Spelling City). These assessments will reflect the ELA instruction for the week. As the students finish, they will use the time to get <u>AR</u> Points, work on Independent Reading Activities, or engaged in guided reading groups with differentiated centers to review ELA information for PSSA. We will also engage in <u>writing</u> activities and PSSA preparation (Coach Book). Band 9:15-9:45 *My Homeroom</p> <ul style="list-style-type: none"> -Move up day activities! -Review spelling using Sparkle game. Review game for reading test. -Guided Reading Centers: PSSA Review, leveled readers, literature groups, skills packets, Tpt activities and task cards. The teacher will rotate and monitor/assist struggling students through direct one-on-one instruction. Review reading from this week and for PSSA. -Coach Book- Students will work independently to complete pages 74-82. They will read a grade level text and answer comprehension questions. We will go over and answer any questions! Students are expected to highlight story, circle key words in the questions, eliminate answers, look back in the story, etc.

Science Standards: 3.4.6.A3- Explain the properties of matter.
3.4.6.A5- Explain the scientific method and the science behind it.
3.4.6.A4- Recognize and describe different material characteristics.

Math:	
10:15-11:30	
Monday	<p>GO Math Chapter & Lesson: Chapter 12: Data Displays Lesson: 12.2- Describe Data Collections (pages 455-458)</p> <p>Objective: The students will be able to describe a data set by stating what quantity was measured and how it was measured.</p>

	<p>DOK Levels: 1, 2, 3, 4</p> <ul style="list-style-type: none"> * Review homework and skills, math boxes, PSSA review * Lesson...model, guided instruction, independent practice, assessments, team huddle, PSSA prep <p>-Go over HW/tests</p> <p>- The students will work through lesson 1 pages 455-456 together. The class will do page 457 through guided instruction, and then page 458 will be independent practice if possible (teacher decision). We will go over all pages before they begin their homework. The students will be engaged through the use of visual pictures and hands-on manipulatives.</p> <p>Homework: Standards Practice 225-show work!</p>
Tuesday	<p>GO Math Chapter & Lesson: Chapter 12: Data Displays Lesson 12.3- Dot Plots and Frequency Tables (pages 459-462)</p> <p>Objective: The students will be able to use frequency tables and dot plots to organize data.</p> <p>DOK Levels: 1, 2, 3, 4</p> <ul style="list-style-type: none"> * Review homework and skills, math boxes, PSSA review * Lesson...model, guided instruction, independent practice, assessments, team huddle, PSSA prep <p>-Go over HW</p> <p>- The students will work through lesson 1 pages 459-460 together. The class will do page 461 through guided instruction, and then page 462 will be independent practice if possible (teacher decision). We will go over all pages before they begin their homework. The students will be engaged through the use of visual pictures and hands-on manipulatives.</p> <p>Homework: Standards Practice 227-show work!</p>
Wednesday	<p>GO Math Chapter & Lesson: Chapter 12: Data Displays Lesson 12.4- Histograms (pages 463-466)</p> <p>Objective: The students will be able to display data in histograms.</p> <p>DOK Levels: 1, 2, 3, 4</p> <ul style="list-style-type: none"> * Review homework and skills, math boxes, PSSA review * Lesson...model, guided instruction, independent practice, assessments, team huddle, PSSA prep <p>-Go over HW</p> <p>- The students will work through lesson 1 pages 463-464 together. The class will do page 465 through guided instruction, and then page 466 will be independent practice if possible (teacher decision). We will go over all pages before they begin their homework. The students will be engaged through the use of visual pictures and hands-on manipulatives.</p> <p>Homework: Standards Practice 229- show work!</p>
Thursday	<p>GO Math Chapter & Lesson: Chapter 12: Data Displays Lesson 12.4- Mid Chapter Checkpoint Quiz (pages 467-468)</p> <p>Objective: The students will be able to write algebraic expressions.</p> <p>DOK Levels: 1, 2, 3, 4</p> <ul style="list-style-type: none"> * Review homework and skills, math boxes, PSSA review * Lesson...model, guided instruction, independent practice, assessments, team huddle, PSSA prep

	<p>-Go over HW</p> <p>- The students will work independently to complete the Chapter 12 Mid chapter Checkpoint. This assessment will be a quiz grade. The students are expected to show their work and ask any questions. The teacher will use this assessment as a reflective piece to see what concepts are not yet mastered and need retaught. The students will work on the Chrome books when completed.</p> <p>Homework: None!</p>
Friday	<p style="text-align: center;">Math Computer Application Skills (10:15-11:30)</p> <p>The class will review a study island skill that is assigned. We will review the topic as a class through guided instruction. The students will then travel to the computer lab or use Chrome Books to work independently on the assigned topics.</p> <p>We will be using <u>Study Island</u> as a way to progress monitor and prepare for standardized testing. **This time may also be used for <u>PSSA preparation</u> activities (COACH book). *Differentiated Math Class</p> <p>-Go over HW/catch up</p> <p>-Study Island...go over the skills, work for blue ribbons (teacher will monitor progress)</p> <p>-teacher will work with individuals to reteach skills and have review centers for struggling students in Math</p> <p>-move up day activities!</p>

Math Common Core Standards: CC.6.SP.4: Display numerical data in plots on a number line.
 CC.6.SP.5a: Summarize numerical data sets in relation to their context.

<h2>ELA: Spelling, Grammar, Writing</h2> <p>11:30-12:15</p>	
Monday	<p>Journey's Unit: Differentiated Novel Groups</p> <p><u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.)</p> <p><u>DOK Levels:</u> 1, 2</p> <p>Spelling: Review skill, morning work, Test Friday on Spelling City</p> <p>Grammar: Skill, pages, guided and independent practice</p> <p>Target Skill:</p> <p>Writing, Extra Activity</p> <p>AR</p> <p>-The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day's reading assignment.</p> <p>-Assigned Reading: pages 1-22...Chapter 1 and Introduction</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Tuesday	<p>Journey's Unit: Differentiated Novel Groups</p> <p><u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.)</p>

	<p><u>DOK Levels:</u> 1, 2, 3</p> <p>Spelling: Review skill, morning work, Test Friday on Spelling City Grammar: Skill, pages, guided and independent practice Target Skill: Writing, Extra Activity AR -The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day’s reading assignment. -Assigned Reading: pages 58-80...Chapter 4</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Wednesday	<p>Journey’s Unit: Differentiated Novel Groups <u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.) <u>DOK Levels:</u> 1, 2, 3</p> <p>Spelling: Review skill, morning work, Test Friday on Spelling City Grammar: Skill, pages, guided and independent practice Target Skill: Writing, Extra Activity AR -The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day’s reading assignment. -Assigned Reading: pages 121-138...Chapter 7</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Thursday	<p>Journey’s Unit: Differentiated Novel Groups <u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.) <u>DOK Levels:</u> 1, 2, 3</p> <p>Spelling: Review skill, morning work, Test Friday on Spelling City Grammar: Skill, pages, guided and independent practice Target Skill: Writing, Extra Activity AR -The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will</p>

	<p>be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day's reading assignment.</p> <p>-Assigned Reading: pages 199-233...Chapters 11 and 12</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Friday	<p>Journey's Unit: Differentiated Novel Groups</p> <p><u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.)</p> <p><u>DOK Levels:</u> 1, 2, 3, 4</p> <p>Spelling: Review skill, morning work, Test Friday on Spelling City</p> <p>Grammar: Skill, pages, guided and independent practice</p> <p>Target Skill:</p> <p>Writing, Extra Activity</p> <p>AR</p> <p>-Move up day Activities!</p> <p>Homework: None!</p>

ELA Common Core Standards: CC.1.3.6.K- Read and comprehend literary fiction on grade level.
 CC.1.4.6.A- Write informative/explanatory texts to examine and topic and convey ideas.
 CC.1.3.6.E- Determine the meaning of words and phrases as they are used in grade level text and content.
 CC.1.3.6.A- Determine a theme or central idea of a text and how it is conveyed through particular details.
 CC.1.3.6.B- Cite textual evidence to support analysis of what the text says explicitly as well as infers.

<h1>Reading:</h1> <p>1:35-2:25</p>	
Monday	<p>Journey's Unit: Differentiated Novel Groups</p> <p><u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.)</p> <p><u>DOK Levels:</u> 1, 2, 3, 4</p> <p>Reading Target Skills: (pages) independent and guided</p> <p>Story:</p> <p>Activities, Vocabulary, read together, read with a partner, pre-reading, comprehension, extra activities</p> <p><u>Graphic Organizer</u></p> <p>-The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day's reading assignment.</p> <p>-Assigned Reading: pages 23-57...Chapters 2 and 3</p>

	Homework: Finish any assigned reading and questions/journal prompts.
Tuesday	<p>Journey’s Unit: Differentiated Novel Groups <u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.) <u>DOK Levels:</u> 1, 2, 3</p> <p>Reading Target Skills: (pages) independent and guided Story: Activities, Vocabulary, read together, read with a partner, pre-reading, comprehension, extra activities <u>VOCAB</u> -The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day’s reading assignment. -Assigned Reading: pages 81-120...Chapters 5 and 6</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Wednesday	<p>Journey’s Unit: Differentiated Novel Groups <u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.) <u>DOK Levels:</u> 1, 2, 3, 4</p> <p>Reading Target Skills: (pages) independent and guided Story: Activities, Vocabulary, read together, read with a partner, pre-reading, comprehension, extra activities <u>DECODING</u> -The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day’s reading assignment. -Assigned Reading: pages 139-157...Chapter 8</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Thursday	<p>Journey’s Unit: Differentiated Novel Groups <u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.) <u>DOK Levels:</u> 2, 3</p> <p>Reading Target Skills: (pages) independent and guided Story:</p>

	<p>Activities, Vocabulary, read together, read with a partner, pre-reading, comprehension, extra activities REVIEW FOR TEST, COMPREHESNION</p> <p>--The students will be working in differentiated novel groups to read <i>Esperanza Rising</i>. The groups will have guided instruction that is differentiated to meet the needs of the students. The students will also work together to discuss and make predictions. They will be participating in a Think Aloud using higher order thinking questions throughout the reading. The students will also be asked to write to journal prompts and answer questions related to that day's reading assignment.</p> <p>-Assigned Reading: pages 234-262...Chapter 13 and After note</p> <p>Homework: Finish any assigned reading and questions/journal prompts.</p>
Friday	<p>Journey's Unit: Differentiated Novel Groups</p> <p><u>Objective:</u> The students will be able to read and comprehend a grade level text and apply skills to the context of the story (cause and effect, inferences, etc.)</p> <p><u>DOK Levels:</u> 1, 2, 3, 4</p> <p>Spelling and Reading Tests, Writing activities, extra TPT activities, PSSA prep -6th Grade Celebration!</p> <p>Homework: None</p>

ELA Common Core Standards: CC.1.3.6.K- Read and comprehend literary fiction on grade level.

- CC.1.4.6.A- Write informative/explanatory texts to examine and topic and convey ideas.
- CC.1.3.6.E- Determine the meaning of words and phrases as they are used in grade level text and content.
- CC.1.3.6.A- Determine a theme or central idea of a text and how it is conveyed through particular details.
- CC.1.3.6.B- Cite textual evidence to support analysis of what the text says explicitly as well as infers.