Dates: Nov. Jan 8-12 DPS UNIT 2: Week 9 6th Grade ELA

Unit Focus Question: How does an author write to engage a reader with a hook that presents a topic, uses organizational structure appropriate for the audience, purpose and task, while developing the topic with relevant facts, definitions, and quotes, using appropriate transitions, accurately using and explaining precise vocabulary?

Novel Focus: Romiette and Julio

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standards & “I will statements” | I will write an introduction using an engaging hook, so that I can begin to structure my informational essay. I will know it when I have successfully written a hook that grabs the reader’s attention. My teacher will provide an example of how to write a proper introduction.  \*Core 3-4 May look different due to Early Dismissal | I will write the body of my paper, so that I can present the effects in an organized manner, using transition words to help my paper flow. I will know I have it when I have three body paragraphs structured with a transition sentence (topic sentence), and at least three supporting sentences. My teacher will provide me with examples of how to turn my research into well-developed paragraphs with transition words. | I will write the Conclusion to my paper, so that I can sum up the most important points in my essay. I will know I have it when I have a clear, concise conclusion that touches on the main points in the essay, that uses transition words. My teacher will provide me with an example of a well-written conclusion. | I will read Romiette and Juio, so that I can characterize the main characters in the story. I will know I have it when I can complete a graphic organizer about one of the characters in the story, My teacher will support me in finding evidence to support my characterizations. | I will create a life-sized character so that I can demonstrate the characteristics of one of the characters in Romiette and Julio. I will know I have it when I have presented a life size character that accurately reflects the character traits and symbolizes the character in the story. My teacher will provide the expectations and monitor the activity. |
| Essential Questions | How can I engage my reader with a hook that presents the topic? | How do effective writers report and analyze information to inform their audience? | How do effective writes report and analyze information to inform their audience? | How do authors use thoughts, words, and actions to characterize the characters in a novel? | How do authors use thoughts, words, and actions to characterize the characters in a novel? |
| Do Now (5-10 Min) | Read silently | Read Silently | Read Silently | Read Silently | Read silently |
| Mini- Lesson:  (5 Minutes) | What are the different types of hooks an author can use?  -question  -fact | Use example information to model how to write an effective transitional/topic sentence and body paragraph.  Guide: Create a list of transitional words/phrases | Use the example to model writing an effective conclusion.  Guided: Create a list of phrases that apply to transitioning to a conclusion:  -“In conclusion”  -“All things considered”  -“To wrap it up”  -”in short”  -”in essence”  “To sum it up” | Review the Graphic Organizer and information to characterize Romiette | Review of expectations..  -character must physically represent the character in the story  -there must be at least 5 symbols to represent the character on the body |
| Co-Teacher Model: | Team Teach | Team Teach | Team Teach | Team Teach | Team Teach |
| Activity | Core 1-2 Research & Hook  Core 3 & 4 Research Due at end of class | Complete your three body paragraphs by the end of class today. | Write your conclusion paragraph. | Listen to chapters 3-4 taking guided notes on the characters. | Work in a group to create a life sized character |
| Summary Activity/Journal | Share out intro paragraphs you wrote.  Share out interesting finds in your research. | Share out a well-written paragraph you are proud of | Share out some conclusions | Journal entries Chapters 1-4 | Present Characters |
| Homework |  |  |  |  |  |
| To do/Materials Needed | Computers  Organizer for Research | Computers  Graphic Organizers  Paper | Computers  Graphic Organizers  Paper | Romiette and Julio  Journals | Romiette and Julio |