

6th Grade Literature

Ms. Jill Fredrickson
3rd Quarter Learning Schedule

January, 2009

FREDRICKSON_J@canoncityschools.org

We will end our study of *Julius Caesar* with a mock trial during which we will determine the guilt or innocence of the conspirators. Traditionally this is a very lively event complete with students playing the roles of not only the conspirators but also of their attorneys, the jury, bailiff, court reporter, and all other required personages. Ms. Fredrickson plays the role of the Ghost of Caesar and she imports Mr. Fredrickson to be our judge. He even wears his black robes and uses a gavel! We will also finish our Cliffs Notes project and send it home for parents to admire. Later in the quarter, we will enjoy participating in Literature Circles, a fun way to approach the reading and understanding of short stories.

We are going to shift into writing mode in a large way this quarter. Our first big initiative will be to write a persuasive essay. We will also address several CSAP writing prompts in March. We'll show our spelling prowess via our writing but also we will hold our annual 6th grade Spelling Bee to determine who will represent our school at the District Spelling Bee in February. As you can tell, as always, we will be very busy learning!

Week of Jan. 5-9

- | | |
|-------------------------|---|
| Mon./Tues.,
Jan. 5-6 | No School.
Teacher Workday and Professional Development. |
| Wed., Jan. 7 | Review 3 rd quarter Learning Schedule. In lieu of doing Critical Thinking Questions for Act III, the thespians among us will cast and dramatize our interpretations of what happens. Those of us who feel more accomplished as writers than as actors, will translate Marc Anthony's eulogy at Julius Caesar's funeral into modern day English. To accomplish either goal, we will read pgs. 93-137 first. In-class reading and movie watching of Act III, Scene I, pgs. 93-115.
HOMEWORK: Read pages 115-137, Act III, Scenes II and III (only 11 pages without textual notes). |
| Thurs., Jan. 8 | Discussion of main events in yesterday's reading. In-class reading, watching, and discussion of Act III, Scenes II and III, pgs. 115-137. Make your choice (either acting or translating) and begin.
HOMEWORK: Practice acting your part (running lines with parents or siblings) or do a few lines of translation. |
| Fri., Jan. 9 | Continue rehearsing and translating. |

Week of Jan. 12-16

- Mon., Jan. 12 Finish rehearsing selected scenes from Act III and translating Antony's funeral oration into modern day American English. Send home mock trial memo.
HOMEWORK: Work on your part for the scene (if acting) or your eulogy translation (if writing). Bring any costumes and props you will need for our dress rehearsal tomorrow. If translating, finish your final.
- Tues., Jan. 13 In-Class Production of Act III scenes. In-Class presentations of "Friends, Romans, countrymen..." translations.
HOMEWORK: Read Act IV, Scenes I and II, pgs. 141-149, only 4 1/2 pages of reading without textual notes. The triumvirate takes over after Caesar's assassination. What plotters!
- Wed., Jan. 14 Finish class sharing of presentations and translations. In-class processing about our experience of Act III. Whew! Whoever said Shakespeare was beyond the understanding of 6th graders apparently never met us. We nailed it! Review our Famous Quotations sheet with four Act III quotations.
HOMEWORK: Read the big fight between Cassius and Brutus in Act IV, Scene III, pgs. 149-161 to the place where Portia's death is announced. This is really only 7 pages of reading because of the textual notes.
- Thurs., Jan. 15 Watch Act IV on movie stopping to discuss action as we go. Highlight IV, III, 318 when the Ghost of Caesar appears. Preview of Act V, lots of deaths a-comin'!
HOMEWORK: Continue reading Act IV, Scene III, pgs. 161-175. Pay special attention to Ghost part we saw in class today.
- Fri., Jan. 16 Read and discuss Act V, Scenes I-III, pgs. 179-199. Your understanding of Acts IV and V in *Julius Caesar* will be assessed by us putting the conspirators on mock trial. Review the Dramatis Personae and other courtroom roles to narrow down your role choices.

Week of Jan. 19 - 23

- Mon., Jan. 19 In-class reading and discussion of Act V, Scenes IV-V, pgs. 199-209. Focus on "noblest Roman" quotation. Review this and one quotation from Act IV off our Famous Quotations

sheet. Begin watching movie version of Act V, stopping to discuss throughout. Hand out Mock Trial Roles sheet.
HOMEWORK: Make your 1st-3rd choices for Mock Trial.

- Tues., Jan. 20 Determine who will play what role. Get started on Mock Trial practice.
HOMEWORK: Study up on your assigned character from the play (if you are a defendant; senator; or eye-witness) or, if you are an attorney, jury member, bailiff, court reporter, or newspaper reporter, research what your role will be in the trial and be able to explain how you will interpret your role. Get organized for mock trial.
- Wed., Jan. 21 Develop legal strategies, alibis, speeches, and questions. Run scenarios. Attorneys meet with their clients (the conspirators) and run Q and A; ditto the prosecution team with their witnesses. Jury members, court reporter, bailiff, and the media person should pull together their props and costumes.
HOMEWORK: Do final run-through of your role for the Mock Trial. Attorneys call your clients and run through Q & A; ditto prosecution team with witnesses. Be totally prepared to run it through for real tomorrow.
- Thurs., Jan. 22 Do official run-through of Mock Trial covering procedures and terminology, who stands/sits where and does what, etc... Everyone stays in character. We will run it today as a dress rehearsal for the real thing tomorrow.
HOMEWORK: Bring all costumes, props, etc... you will need for the trial. Fix any holes in your performance you discovered in the run-through today.
- Fri., Jan. 23 Conduct *Julius Caesar* Mock Trial with the Honorable Bryan T. Fredrickson presiding.

Week of Jan. 26-30

- Mon., Jan. 26 Process our learning from trial experience and *Julius Caesar* in general. Re-connect into Cliffs Notes project by organizing Cliffs Notes' contents so they match your Table of Contents. Attach rubric and turn in for a score. Turn in *Julius Caesar* books. Preview of Core Knowledge Spelling words.
HOMEWORK: Make a list of 10 words you have trouble spelling.
- Tues., Jan. 27 Homework check. Orientation to Paideia books and Core

Knowledge spelling list to prepare for annual spelling bee. Choose 20 words from Paideia book – any 20 – and five words from the CK list – any five. You may want to choose words you think you would actually use in your own writing to help you know how to spell them or you might even want to throw in a few you doubt you would ever use, but they “sound cool.” Write them down **spelling them correctly (very important! ☺)** Be sure to give the correct page # for each Paideia word.

HOMEWORK: Study your list of 25 words.

Wed., Jan. 28

Review steps of the writing process. What is a persuasive essay? (Lesson) Create an essay puzzle to gain an overall understanding of its structure. Turn in your list of 25 words from last night’s homework and receive someone else’s list of 10 hard to spell words.

HOMEWORK: Study your fellow classmates list of 10.

Thurs., Jan. 29

Discussion re. what are opinions and what makes some interesting and some boring. Work on **topic selection** for our persuasive essays. You will be given someone else’s 25 spelling words to learn for homework tonight.

HOMEWORK: Study the 25 words you were given from someone else’s list. Know exactly what your persuasive essay topic will be by Mon.

Fri., Jan. 30

Conduct oral Spelling Bee to determine who will represent our class at the District Spelling Bee (plus one alternate). If you’ve done your homework this week, you will have learned how to correctly spell 60 words. Bee words will come, in large part, from the words you all submitted earlier this week.

Week of Feb. 2-6

Mon., Feb. 2

Write down everything you know about your topic. Keeping your opinion on it in mind and knowing how you will argue, list the pros and cons in chart format. We are now working on **brainstorming**. Be thorough. Going slowly now will help you go faster later.

HOMEWORK: Finish charting the pros and cons to what you will argue in your essay.

Tues., Feb. 3

What is a thesis statement and a projected plan? Review opinion/position words. (Lesson) You have your topic and lots of ideas about it already brainstormed. Look it all over and be clear what your opinion is on it. Write two possible

thesis statements. Fine tune one that you will use for your essay. Scope out the three points of your projected plan putting your strongest argument last. You have now **narrowed the focus.**

HOMEWORK: Take your previously brainstormed ideas and organize them into three groups with each group representing one of your arguments.

Wed., Feb. 4

What makes for an interesting title? What is a lead? (Lesson) Practice writing both. Review of your organization work from last night. Review of Introduction Paragraph structure (refer to essay puzzle).

HOMEWORK: Organize your Introduction Paragraph into a lead, then the thesis statement, then the projected plan. Practice the *literal* cut and tape (paste) method. You are now operating in the **organization** step, a VERY important one in the writing process.

Thurs., Feb. 5

Introduction Paragraph – drafting it all together. Reference rubric re. specifics. Organize lead, thesis statement, and projected plan into one paragraph. Remember to follow the requirements of the assignment. You may either use your previously drafted lead, T.S., and plan, or you may choose to re-write one or all of these now that you have a better understanding. Use transitions; exhibit style. Write a title. You are now working in the **drafting** step.

HOMEWORK: Continue working on Intro. Paragraph. Have it in good shape so that it will be ready for review tomorrow.

Fri., Feb. 6

What is self-editing? What is a peer edit? The **self-editing** and **editing conference (peer edit)** steps are crucial to the writing process and should not be done hastily. Self-edit on Intro. Paragraph and then access a peer edit. If you have significant problems, you'll need to re-write. The **rewrite** step may involve a sentence or an entire section of a larger piece. Most of you on this paragraph, however, because we have been going so slowly and you have had lots of oversight, will be able to sail onto the **final** step. Put your Introduction Paragraph into final. Attach the rubric in the correct place. It is due at the end of the class period today.

Week of Feb. 9-13

Mon., Feb.9

What are body paragraphs? What are transitions? What structure will we follow for the body paragraphs in this essay (green, yellow, red)? (Lesson) Retrieve the brainstorming

you previously did covering what your three arguments will be. Choose one for your first body paragraph. (Remember: you should save your best argument for your last body paragraph). Brainstorm the following: what your argument is for this paragraph; two supports for this argument; four reasons, details, facts, or examples (two to explain each of your supports). Refer to essay puzzle.

HOMEWORK: Organize your brainstormed ideas using the green, yellow, red color coding technique.

- Tues., Feb.10 Draft your first body paragraph using your color code. Remember to use transitions.
HOMEWORK: Review of Body Paragraph #1 organization. (Refer to Body Paragraph scoring rubric for details). Self-edit. Obtain a peer edit. Rewrite parts, if necessary.
- Wed., Feb. 11 Put your Body Paragraph #1 into final. It is due at the end of the class period today with rubric attached.
HOMEWORK: Begin brainstorming and organizing Body Paragraphs #2 and #3. You will write and I will score these together as one unit. Remember to use your best and strongest argument in Paragraph #3.
- Thurs., Feb. 12 Drafting on Body Paragraphs #2 and #3. Remember to use transitions. We are using the exact same sentence format with these two paragraphs that we did with Body Paragraph #1. Be sure to follow the green, yellow, red format. Use color coding on your draft if that helps you.
HOMEWORK: Continue drafting on Body Paragraphs #2 and #3.
- Fri., Feb. 13 Continue drafting on Body Paragraphs #2 and #3. When ready, go to self-edit and then peer edit.

Week of Feb. 16-20

- Mon., Feb. 16 WINTER BREAK. NO SCHOOL.
- Tues., Feb. 17 WINTER BREAK. NO SCHOOL.
- Wed., Feb. 18 Complete self-edit and obtain peer edit on Body Paragraphs #2 and #3. Begin putting Body Paragraphs #2 and #3 into final.

HOMEWORK: Reference the rubric to make sure you have covered every item on which you will be scored. Rewrite, if necessary, and finish putting paragraphs into final.

Thurs., Feb. 19 Attach Body Paragraphs #'s 2 and 3 to rubric and turn in at beginning of class period. Finally! The conclusion paragraph! What four parts do you see on your essay puzzle? How do they all fit together to bring closure to the persuasive essay? (Lesson) Most of this paragraph has already been brainstormed and organized, but we will take time to focus on the counter-argument and the ending.

HOMEWORK: Organize your conclusion paragraph.

Fri., Feb. 20 Draft, self-edit, and obtain a peer edit on your conclusion paragraph. Rewrite, if necessary, and put conclusion paragraph into final. Turn in by end of class period with rubric attached.

Week of Feb. 23-27

Mon., Feb. 23 Pre-test on Greek/Latin roots knowledge. Begin lesson on 34 Greek and Latin root words, meanings, and examples.
HOMEWORK: Study roots and meanings we covered in class today for quiz on Wed.

Tues., Feb. 24 Continue learning Greek and Latin roots with meanings and examples. Conduct all-class writing of humorous story involving these roots to ground our knowledge.
HOMEWORK: Study additional roots and meanings we covered in class today for quiz tomorrow.

Wed., Feb. 25 Take Greek/Latin post-instruction test. Review of short story plot line. Introduction to Literature Circle concept and roles. Orientation to and check out of Open Court readers (Vol.1).
HOMEWORK: Scan through your Open Court reader and find one possible story you would like to read. Be able to defend your story choice with good reasons. You now know how to be very persuasive after writing a persuasive essay, right? 😊

Thurs., Feb. 26 Homework check on defense of story choice. Practice applying roles in rotating small groups. Review of product/presentation strategies. Review open-ended questions. Orientation to and check out of Open Court readers (Vol. 2).
HOMEWORK: Scan through your Open Court reader and

find a different possible story from last night you would like to apply a strategy to. Be able to defend your strategy choice with good reasons.

Fri., Feb. 27 Homework check on defense of strategy choice. Practice applying product/presentation strategies in rotating small groups. Form circles for actual Lit. Circles. Assign roles. Write down how you will work within your role for your Lit. Circle.

Week of Mar. 2-6

Mon., March 2 Review charting vehicle. Convene as Lit. Circles. Choose a selection. Read story. Play roles. Chart on your provided role sheet what happened in your Circle today. BE SPECIFIC!
HOMEWORK: Finish charting role sheet.

Tues., March 3 Continue discussion, text and word analysis, and drawing about stories. Prepare product or presentation. (See posted list of examples). Chart role sheet.
HOMEWORK: Finish charting role sheet.

Wed., March 4 Continue discussion, text and word analysis, and drawing about stories. Prepare product or presentation. (See posted list of examples). Chart role sheet.
HOMEWORK: Finish charting role sheet.

Thurs., March 5 Begin Lit. Circle Presentations. Chart role sheet.
HOMEWORK: Fill out any missing information that needs to go on your role sheet. Remember: you are being graded on how many details you provide on your role sheet, NOT on how well you present your product/presentation. This is a writing assignment, not a drama assignment.

Fri., March 6 Extra –Credit due. Conclude Lit. Circle presentations. Turn in completed role sheet. Check in Open Court readers.

Week of March 9-13

CSAPs. We are oh-so-ready! Let's blitz those babies! ☺

Week of March 16-20

More CSAPs on Mon.-Thurs.

Fri., March 20 NO SCHOOL. Teacher Workday.

Week of March 23-27 -- NO SCHOOL. SPRING BREAK

END OF THIRD QUARTER

Extra-Credit Options:

The two spellers who win our Spelling Bee (one winner plus one alternate) will earn extra-credit points for studying words from their Paideia books to prepare for the District Bee which will be held in mid-February.

In an effort to give our wonderful in-class library a life, Ms. Fredrickson will offer one other extra-credit option this quarter for everyone. You may choose a short story from one of our short stories anthologies (we have several), have it approved by Ms. Fredrickson, read it, and then write out how you would address all four Lit. Circle roles if you were going to tackle this story in Lit. Circle format as one person, not as a group. You must provide a detailed explanation of how you would convey the plot and meaning of the story when acting as a Word Wizard, a Discussion Director, a Passage Master, and an Artful Artist. This project may be initiated after Feb. 25 when you know what the Lit. Circle roles are all about. It must be turned in to Ms. Fredrickson **by Fri., March 6**. Since this is an **optional** extra-credit project, late work will not be accepted.

Assessment Criteria for Lit./Writing 6 3rd Quarter (Jan. 7 - March 19)

Your learning in this course this quarter will be assessed in the following ways:

- “Et tu, Brute?” Production **OR** “Friends, Romans, countrymen...” Translation (Act III).
- Participation in the *Julius Caesar* Mock Trial (Acts IV and V)
- Collation and completion of Cliffs Notes Project
- Process points for involvement in Spelling Bee; spelling word lists
- Writing a persuasive essay. To help both you in the writing of it and Ms. Fredrickson in the grading of it, this piece will be submitted for grading one bit at a time rather than having the entire HUGE piece due all at once at the end. You will be graded in four parts as follows:
 1. Introduction paragraph
 2. Body paragraph #1

3. Body paragraphs #2 and #3
 4. Conclusion paragraph
- Greek and Latin root words quiz (only post-instruction quiz will be entered into your grade)
 - Literature Circle participation and role sheet charting
 - Compliance with In-Class and Homework Assignments

Extra-Credit possibilities include the above referenced options.

Ms. Fredrickson follows the late work policy established by the Governing Board. You will have two days after the due date of each assignment to turn in the assignment for half credit (50% of earned points). The 50% deduction applies whether you turn in your late work on the first or the second day. No late work will be accepted after the two day period. If you are absent with an excused absence, you have two days for every day you were gone to make up assignments without incurring the 50% late work grade deduction. However, you may not utilize the two day late work policy on top of the two day per day absent policy.

Grading Scale: 100 – 90 = A 89 – 80 = B 79 – 70 = C 69 – 60 = D 59 – 0 = F

For at-home reference, this Learning Schedule is posted at <http://www.mvcks.org>. Click on the 6th grade link and reference Course Syllabus.