

Grade 6: two lessons = 53 minutes each

Emotional Support Reading class: Students with reading disabilities, occupational therapy needs, autism, ADHD, and emotional disturbance

Essential Question: What was life like for people in ancient cultures?

Objective: Students will understand what life was like for people in ancient cultures and how to use and locate vocabulary in context.

1.1 Integration of Learning Outcomes

- Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Students will review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- Students will build background knowledge of ancient societies.
- Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.

1.2 Standards:

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1d Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text.

1.3 Anticipatory Set:

1. What does ancient culture mean?
 - a. Students will brainstorm what ancient cultures mean by turning and talking to their peers.
2. Ancient cultures will be introduced
 - a. ancient means belong to a very distant past and no longer existent
 - b. cultures mean a way of life among a particular group of people

1.4 Procedures:

Direct Instruction

1. Have students read the Essential Question on page 118 of the Reading/ Writing Workshop.
2. Discuss the painting. Focus on details (such as the clothing and the harp) that result from commerce, or the buying and selling of goods.
 - a. This is a domestic scene, which is a scene that shows family or life at home. The girl could be a relative of the woman—or her servant.
 - b. The woman’s jewelry may suggest that she is a wealthy Roman.
 - c. Instead of performing for others, the woman could be playing the harp as a pastime, or for her own pleasure.
3. Discuss “Living in the Ancient World”
 - a. Select the Weekly Opener: Ancient Societies.
 - b. Draw students’ attention to the image of the fresco and the title “Living in the Ancient World.”
 - c. Ask the Essential Question: What was life like for people in ancient cultures?
 - d. Read together with students the information on page 119 from the Reading/Writing Workshop.
 - e. Ask partners to talk about what they see in the fresco. Have them discuss what they might be able to learn about ancient people by studying this fresco.
 - f. Invite students to share their ideas about the Essential Question with the class.

Guided Practice

4. Build Background Video
 - a. Play the video about what life was like for people in ancient cultures.
 - b. Discuss the video with students.
 - c. Have pairs look at the two sets of pictures and write down similarities between each set
 - d. What similarities exist between modern cultures and ancient cultures?
 - i. A bakery looks and operates the same way.
 - ii. Similar instruments and songs played in ancient times and today.

Independent Practice

5. Ask: If you were in this domestic scene, what would you be doing? What signs of commerce would you see around you? Have students discuss in pairs or groups.
 - a. Model using the graphic organizer to generate words and phrases related to the everyday lives of people from ancient times.
 - i. Have students complete the graphic organizer
 - ii. Share the students' responses

Direct Instruction

7. Introduce each vocabulary word using the Vocabulary Routine found on the **Visual Vocabulary Cards**.
 - a. Vocabulary Routine
 - i. **Define:** A person, place, or object that is *exotic* is unusual and interesting.
 - ii. **Example:** In my city, owning an exotic pet, such as a dangerous snake, is illegal.
 - iii. **Ask:** What is an antonym for *exotic*?
 - b. Students will locate the vocab organizer in their PowerPoint slides
 - i. Students will rate their words on a scale of 1-4, 1= never heard the word, 2= heard the word but do not know its meaning, 3=heard the word and know its meaning, 4=know the words meaning and can use it in a sentence.
 - ii. Students will type in the definition as the words are presented.
 - c. Vocabulary words
 - i. alcove - An alcove is a small space set back in a wall or room.
 - ii. commerce - Commerce is the buying and selling of products to make money.
 - iii. domestic - Anything that is domestic is related to family or life at home.
 - iv. fluent - Someone who is fluent in a language speaks or writes it well.
 - v. stifling - Stifling means suffocating or extremely close.
 - vi. upheaval - Upheaval is a major or sudden change that often creates problems or distress.

vii. utmost - means of the greatest or highest degree or amount.

Guided Instruction

8. Play the vault vocabulary game in Connected as a group by filling in the correct word that fits each sentence.
 - a. Have students log onto Connected and complete the vocabulary game assigned and then submit their score

Independent Instruction

10. Introduce the vocab word newspaper article.
 - a. Introduce the following section of the slide
 - i. vocab word
 - ii. definition
 - iii. synonym
 - iv. Antonym
 - v. example/nonexample
 - vi. sentence
11. Exit Ticket
 - a. Students will locate the exit ticket in Google Classroom
 - i. Students will complete the exit ticket on Google Forms
 - ii. Students should submit the form for grading

1.5 Differentiation

Multiple means of Representation:

- Students will work as one group of three to discuss the similarities between ancient societies and today's societies to fill in their sheet.
- Students will have slide notes in PowerPoint to take notes and answer questions.
- All students with learning disabilities will print out of the slide to use if the computer seems to be unhelpful.

Multiple Means of Engagement:

- As the students are working in groups, I will be walking around listening to their conversations as they discuss the essential question and complete the graphic organizer.
- Students will have a graphic organizer in PowerPoint to help with occupational therapy students handwriting.
- Students will check in with the teacher or aide at the end of the class period to have their point sheet signed and to check for any questions that they may have regarding homework.

Reading Disabilities Accommodations

- Extended time for completion
- Check frequently for understanding
- Repeat directions for understanding
- Have students repeat information for understanding
- Mixed ability grouping

Occupational Therapy Services

- Use adapted similarities paper to help with handwriting (lines for writing)

Autism and ADHD Accommodations:

- Allow for frequent breaks
- Allow students to stand during group time or individual work if needed
- Graphic organizer ancient civilizations information
- Fidgets as needed

1.6 Closure:

Students will submit their exit tickets on Google Classroom containing their answers to their example and non-example vocabulary words.

1.7 Formative/Summative Assessments of Students:

Formative assessment- discussions, questioning, seat work on the PowerPoint Slides, and Google Form quiz.

Summative assessment- The student's final vocabulary newspaper sheet, and the final assessment at the end of the unit.

1.8 Materials/Equipment:

Pencils

Similarities sheet

Whiteboard

Graphic organizer

1.9 Technology:

Computers

PowerPoint

Smartboard

Connected

Google Classroom

2.1 Reflection of Planning:

I must ask myself if I have enough information to be able to gain the students' attention in order to activate their background knowledge. It is important for the information that is being presented, be presented in a way that builds information upon information in an orderly fashion. I also have to make sure that the questions that are developed will help the students use higher level thinking. It is important for the students to be able to understand the vocab words presented and to be able to use them outside of the classroom.

2.2 Reflection of Instruction: