

**ELA Scope and Sequence**  
**6<sup>th</sup> Grade: Week 16-Week 21/Dec. 1, 2008-**  
**Jan. 23, 2009**

**APOLLO 13-FAILURE IS NOT AN OPTION**

**Week 16- December 1-5<sup>th</sup>**

TEKS: 6.9A, 6.9C, 6.10E, F, G; 6.12K, 6.15A, 6.16B, 6.17B, 6.17E

\*Warm-up Activity: NASA DOL

\*Article-Students will read an article to familiarize themselves with the information needed to understand the importance of this mission as well as basic understanding of what Apollo 13 was. Show them an image of Apollo 13.

<http://nssdc.gsfc.nasa.gov/planetary/lunar/ap13acc.html>

[http://www.nasa.gov/images/content/112671main\\_image\\_feature\\_305\\_jwfull.jpg](http://www.nasa.gov/images/content/112671main_image_feature_305_jwfull.jpg)

\*Discuss Acronyms NASA uses.

\*Novel: Apollo 13 Lost Moon. Students will begin each chapter with a vocabulary preview. The vocabulary list each week will range from 5-10 new words.

\*Students will write sentences for each vocabulary word each week.—focus will be complete sentences (correct grammar and punctuation & capitalization)

\*Identify prepositions using space shuttle and astronaut.

\*Start Journal entry. Journal will be sectioned off. One section will be characters (traits, important events taking place with that character), 2<sup>nd</sup> section will be all vocabulary words; 3<sup>rd</sup> section will be a place for different journal writing topics given by the teacher.

\*Image of Apollo 13

[http://www.nasa.gov/images/content/112671main\\_image\\_feature\\_305\\_jwfull.jpg](http://www.nasa.gov/images/content/112671main_image_feature_305_jwfull.jpg)

**Week 17-December 8-12<sup>th</sup>**

TEKS: 6.9A, 6.9C, 6.10E, 6.12F, K; 6.15A, 6.16B, 6.17B

\*Warm-up Activity: NASA DOL

\*Novel: Apollo 13 Lost Moon. Continue with vocabulary.

\*Students will begin analyzing characters traits by keeping a journal; with an emphasis on the characters' tone and mood throughout the story.

\*Students will write sentences for each vocabulary word each week (focus will be varying sentences - simple, compound, complex, compound-complex).

### **Week 18 - December 15-19<sup>th</sup>**

TEKS: 6.9A, 6.9C, 6.10E, 6.12F, K; 6.15A, 6.16B, 6.17B

\*Warm-up Activity: NASA DOL

\*Novel: Apollo 13 Lost Moon. Continue with vocabulary.

\*Students will write sentences for each vocabulary word each week.

\*Continue writing in their journal.

\*Communication Activity (peanut butter activity). Student will pair up with a partner. One will be mission control and the other will be the astronaut. Each one will have an instruction listed on a card on how to make a peanut butter sandwich. Teach the importance of teamwork as well as communication skills.

<http://downloads.cas.psu.edu/4H/ActivitySheet42.pdf>

\*\*\*\*\*Winter BREAK\*\*\*\*\*

(For winter break, I will have a reading log for the students to complete. Provide the last few vocabulary words. Students will need to continue thinking and writing about the characters changes that they are going through.

### **Week 19 - January 7-9<sup>th</sup>**

TEKS: 6.9A, 6.9C, 6.10E, G 6.12F, K; 6.15A, E; 6.16B, 6.17B, 6.18A-I

\*Warm-up Activity: NASA DOL

\*Novel: Apollo 13 Lost Moon. Students should have read the rest of the book over Winter break (ideal situation). If not, then possible idea is to finish the last two chapters this week.

\*Students will write a 3-5 sentence summary for the novel

\*Watch the movie "Apollo 13" (2 days to complete). As students are watching the movie, notes will be written in relation to the book.

\*Graphic organizer to complete a compare/contrast diagram (Hollywood vs. History). Diagram of the space shuttle on website.

[http://media.nasaexplores.com/lessons/02-036/k-4\\_1.pdf](http://media.nasaexplores.com/lessons/02-036/k-4_1.pdf)

\*Begin writing compare/contrast essay using the writing process. (Focus on just the body of the essay only due to time constraints)

## **Week 20 - January 12-16th**

TEKS: 6.10L; 6.12F, 6.15A, E; 6.16B, E, F; 6.17B, 6.18A-I;  
6.19A-E; 6.20C-D

\*Warm-up Activity: NASA DOL

\*Continue to write body paragraph-will complete rough draft, peer edit, as well as final draft this week.

\*Computer lab: Research NASA website for "How to Become an Astronaut."  
(Social Studies connection)

<http://www.nasa.gov>

\*Start "How to Become an Astronaut" flyer (possible ways to create a flyer is to include a timeline)

[http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/Be\\_a\\_Fit\\_Explorer\\_Flier.html](http://www.nasa.gov/audience/foreducators/topnav/materials/listbytype/Be_a_Fit_Explorer_Flier.html)

<http://www.nasa.gov/audience/foreducators/fitexplorer/home/index.html>

<http://www.nasa.gov/audience/foreducators/fitexplorer/mission/index.html>

\*Journal entry activity-How to be an astronaut

<http://www.nasa.gov/audience/foreducators/fitexplorer/mission/index.html>

## **Week 21 - January 19-23rd**

TEKS: 6.15A, E; 6.16B, 6.17B, 6.20E, 6.24B

\*Warm-up Activity: NASA DOL

\*Complete "How to Become an Astronaut" flyer

\*Present team flyers. Awards given to the top flyer for each class (chosen by our team)