

Ready to Learn = More Gold to Earn!!! (Grade 6)

Undesirable Behavior Targeted: When bell rings, students are not ready to learn, take too much time getting in seats and taking out laptops or notebooks. They are talking with classmates and looking at their phones. Five minutes of valuable time are wasted as they get settled. This interferes with learning by keeping them from starting their warm-up writing exercise.

Expected Behavior: Students will be ready to think, learn and write. Before bell rings:

- Turn off phone.
- Put phones in backpack.
- Take out the *same materials everyday*: laptop, notebook, pen/pencil and glasses.
- Look at the board for the writing topic of the day.
- Begin writing in your daily journal.
- Focus on *your work*. Work silently.

Positive Reinforcements

1. **Immediate R+:** Each student ready and on task writing in their journals will be given a gold Egyptian coin sticker (shat). These will be added to the bulletin board on their way out of class at the end of the period.
2. **Ongoing R+:** Stickers will be used to fill six sheets of posterboard that looks like papyrus. Each time one is filled students will have 15 minutes of class time to gather research on Egyptian art and read Egyptian comic books or graphic novels. Information learned will be used for their final, overall, project.
3. **Overall R+:** *Gold Economics Comics!*
4. **Easy Administration of R+:** As teacher finalizes details for current class period/walks around classroom, students who beat the tardy bell and are ready and on task will be given a gold sticker. Stickers will only be distributed if **all** students in the class are seated and writing in their journals. For example, if only 20 of 25 students are on task when bell rings, no gold coins stickers will be earned that day.

Interactive Learning Activity

Gold Economics Comics! Students will demonstrate their knowledge of Ancient Egypt by working in small groups of five to create a comic book synthesizing the information they have learned about Egypt, including key points of their history, economy, culture, art, religions and symbols of the civilization.

TEKS:

§113.18. Social Studies, Grade 6, (2) History. ... influences of individuals and groups from various cultures on various historical and contemporary societies. (A) identify and describe the historical influence on contemporary societies. Students will compare Egyptian culture to current U.S. culture.

§110.22. ELA, Grade 6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Uses metacognitive skills to develop and deepen comprehension of texts. (H) synthesize information to create new understanding. Students will use information from research to create a comic book.

§117.202. Art, Middle School 1. (3) demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. (A) identify and use the influence of historical and political events in artworks; Students will demonstrate knowledge of Egyptian art through their comic books.

Lesson Overview to Teach Expected Behavior: I will dress up like Cleopatra and teach my students the expectations. I will review the five behaviors and model each one. We will practice coming into the room and being ready to learn as a class within 2 minutes, repeatedly until everyone has this done this two-three times.

Overview to Explain the Purpose & Power of the Plan: I will tell students about the plan after we learn how to be ready and on task before the late bell rings. I will explain that if they use limited time together for learning, they will have more time to create a comic book. I will show them the posterboard and explain the process.

Plan Options: If students have a hard time getting settled right away, brainstorm with class ways of making their entry more effective. If students don't have enough resources to gather ideas for their comic books during 15-minute weekly research, consider using earned time in the library or researching online.

Materials List- Gold coin stickers (representing Egyptian shat), six tan posterboards (made to look like papyrus), collection of Egyptian history books for research, paper, colored pencils, access to copying machine, stapler.