6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames Lesson Date: October 12, 2015

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)** **ELAGSE6RI1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **ELAGSE6RI8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **ELAGSE6SL3** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
* **ELAGSE6L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
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| **Lesson Objective/Learning Intention:** * What strategies does a fluent reader use to demonstrate comprehension of text read?
* Informational texts and fictional stories can give us insight into characters to help us better understand conflict.
* To verify a claim, a reader must identify the argument and determine if evidence adequately and credibly supports the author's stance.

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| **TIME** | **INSTRUCTIONAL SEQUENCE****MONDAY** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
|  | **Teacher Workday/No School** |  |
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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |

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| **TIME** | **INSTRUCTIONAL SEQUENCE****Tuesday/Wednesday** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**Students will read a text of their choice for 15 minutes and complete a Quick Write activity from their Choice Board. Students will read “Chinese and African Americans in the Gold Rush” on page 144 as a class.  |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*Students will correct sentences on their weekly warm up sheet. Teacher will go over the correct answer at the end of five minutes.  | **Teachers will assess students’ effective collaborative discussions.**  |
| 5 min |   **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)***The Sid Shuffle**1. The students will dance to the video from the Ice Age Continental Drift
 | **The teacher will monitor listening, collaborative, and communication skills.** |
| 5min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*Students will take a restroom and water break.  |  |
| 50 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*Teacher will lead the students in a review of the Benchmark. Teacher will go over each item on the Benchmark as a class. The teacher will facilitate a group discussion while instructing students on good test taking skills. Teacher will go through the Benchmark test with the students, asking them to circle words that they had a hard time understanding. Teacher will answer each test item and explain each item in detail. Students will participate by asking questions about items they missed on the Benchmark.  | **Teacher will assess students’ answers and correct any misconceptions.**  |
| 15min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)Students watch a comma video and while in groups, they will discuss the rules and complete Cornell notes. Students will then complete a sheet related to commas.  | **Teacher will assess students’ answers and correct any misconceptions.** |
|  5min | **DLIQ:** Students will complete their DLIQ for today’s lesson. | **Teacher will check DLIQ.** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** Benchmark Test and Results
* Pen/Pencil/Highlighter
* Literature Books
* C.L.E.A.R. Choice Board
* DLIQ
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| **Homework: Students will study comma rules sheet.** |

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| **TIME** | **INSTRUCTIONAL SEQUENCE****Thursday/Friday** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**Students will read a text of their choice for 15 minutes and quick write on a topic of their choice for 5 minutes.  |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*Students will correct sentences on their weekly warm up sheet. Teacher will go over the correct answer at the end of five minutes. | **Teacher will assess students’ ability to correct sentences through group discussion.**  |
| 5 min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)***“Snap-Wink”**1. Allow students to stand.
2. Tell students to wink their left eye and snap with their right hand.
3. Tell students to wink their right eye and snap with the left hand.
4. Now, tell students to switch back and forth as fast as they can.

Students will transition using “Follow Me: Snap-Wink.” As student take their seats, have them follow your lead as you snap, wink, or both. | **Teacher will assess students’ ability to listen and follow directions.** |
| 20min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*Students will get in small groups to discuss a thought provoking question using Today’s Meet, as it relates to conflict. Teacher will project or write the question on the board, “What obstacles did minorities face during the gold rush?” Students will use their technology to answer the thought provoking question. Students will use the story “Chinese and African Americans in the Gold Rush” on page 144, to give details to support their answers.  | **Teachers will assess students’ understanding of their reading comprehension through group discussion.** |
| 5min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*Students will take a bathroom and water break. |  |
|  50min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* Students will read an Achieve3000 article on volunteering. Students will learn how to mark the text and use close reading strategies to break difficult texts. This will increase comprehension. Students will summarize each paragraph in a 10-words or more sentence. | **Teacher will assess via students’ summaries and illustrations.**  |
| 0  min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)**There will be no small group instruction on this day.** |  |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)* Students will complete their DLIQ for today’s lesson. | **Teacher will check DLIQ.** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** DLIQ Summarizing sheet
* Technology (cell phone, tablet, laptop, etc.)
* C.L.E.A.R. Choice Board
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| **Homework: Students will discuss volunteering with parents and complete an introduction on the jot list.** |