CMS Lesson Plan

Teacher: Hames, Kinsey, and Porter Lesson Date: September 21, 2015

Subject: 6th Grade ELA

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **RI1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**  **RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduce.**  **RI9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation**  **W1 – Write arguments to support claims with clear reasons and relevant evidence.**  **RI2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.** | **Monday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.    b. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Students will establish and maintain a formal style.  e. Students will provide a concluding statement or section that follows from and supports the argument presented. What will they DO to learn it?  • Students will compose an argumentative essay by the end of instruction through scaffolded and tiered activities. Students will produce one essay as a class for the purposes of guiding students through the essay development process. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will copy the warm-up from the board. The students will revise sentences using their proofreading marks | **Teacher will assess understanding via discussion with the class.** |
| 0  min | **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?)*  **N/A** | **Teacher will walk around the room and assess students’ responses to peer buddies.** |
| 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?)*  **N/A** |  |
| 30  min | **Whole Group Instruction:**    Teacher and students will participate in a review for the Benchmark exam. | **Teacher will assess students’ understanding through group discussion.** |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will complete page 47. | **Teachers will assess students’**  **comprehension of material via graded assignment.** |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Teacher will go over the homework as a class. | **Teachers will skim to make sure that students have the gist of the information.** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  **N/A** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Pencil * Paper * Computer |
| **Homework: Students will write 5 sentences using 1-5 word roots pg. 45**  **Students will finish their study guides for homework.** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | **Tuesday/Wednesday** | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.:**  The class will read *Stray* from the literature books and complete a quick write activity. |  |
| 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?)*  Students will participate in a brain break that includes practicing their dancing skills and attempting the “moonwalk”  The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1!” | **The teacher will monitor listening, collaborative, and communication skills.** |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  *Students will copy the warm-up from the board. The students will revise sentences using their proofreading marks.* | **Teachers will assess students’ effective collaborative discussions.** |
| 30  min | **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?)*  **Review for benchmark exam** | **Teachers will assess by students’ responses to make sure they understand the controlling idea that family conflict can bring about positive change.** |
| 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?)*  “Pen/Pencil Flip”: Have students stand by their desks with a pencil or pen. Students have to hold one of their hands out (palm down). Have students place the pen/pencil on the back of their hand, making sure it is secure and can stay without being held. The teacher puts one minute on the clock and students have to flip the pen up and catch it as many times as they can. Be sure to tell students that flipping should not exceed five inches to ensure everyone is safe. Have students announce their totals.  Transition students by saying, “Alright; we need to come back with a boom, boom, clap” and students will pound their fists on the desks twice and then clap. | **The teacher will monitor listening, collaborative, and communication skills.** |
| 25  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will model; I do, We do, You do on the overhead. Students are learning how to structure an introductory paragraph.  “Family Conflict Causes Positive Change”  Indent to write hook  Bridge = 1st define topic sentence  2nd provide background knowledge based on your experiences.  Brain Break: Restroom Break  Basically, describe family conflict you’ve seen, read/heard, or experienced.  Controlling Idea: sentence 1 = purpose. Sentence 2 = Subject. Sentence 3 = POV | **The teacher will walk around the room to make sure students are following along on their graphic organizer/notes.** |
| 15  min | **Group Practice:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Oral review with buddy partner. | **Teacher will monitor small groups and answer any misconceptions about the assignment.** |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will complete review guide. | **Teacher will monitor students and check for clarity.** |
| 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: pg. 50 | **Teacher will ask students to recall their DLIQ’s.** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Paper * Pencil * Notes * Study guide |
| **Homework: Study benchmark 1 notes**.  **Write 5 sentences using words 10-15 word roots P. 45** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | Thursday/Friday | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**  CLEAR finish reading *Stray*  Quick-Write: Identify theme, author’s purpose, tone and 3 words that demonstrate authors tone. |  |
| 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?)*  **“Hand Swap”:**  1. Have students stand up at their desks.  2. Students start by waving their right hand in front of them left to right. Their palm should be facing away from them, fingers pointing up.  3. Have students stop that hand and have their left hand in front of them waving it up and down.  4. Then have them practice moving both at the SAME TIME (right hand going left to right and left hand going up and down. Tell them not move their hands going diagonally).  5. Have students switch to have their right hand up and down and their left hand left and right. Do this faster and switch often to make it more difficult.  6. Lastly, to increase the difficulty, have your arms crossed while doing this.  The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1. Thank you!” | **Teacher will monitor small groups and answer any misconceptions about the assignment.** |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will copy the warm-up (DOL) from the board. The students will revise sentences using their proofreading marks. | **Teacher will review answers with the students.** |
| 3  min | **Engage/Motivation:**  What is the worst argument you’ve ever heard? 3 minute discussion between the teacher and the students. | **Teacher will assess students’ understanding by observing their responses to the question.** |
| 5  min | **Brain Break/Transition:**  *Students will complete the Poker Fitness activity.* They will a series of fitness activities. The teacher will instruct them on what to do.  Students will be transitioned using “Copy Me Clap” method. The teacher will tell the students, “As you travel to your seats copy the clap sequences I provide.” The teacher will do a series of three clap sequences and the students will repeat. | **Teacher will direct fitness activities and monitor students for completion of the activities.** |
| 20  min | **Whole Group Instruction:**  Review argumentative section of jot-list. Students will use the teacher’s model and complete argumentative paragraph on family conflict. Cited evidence will be found in *The Old Grandfather and his Little Grandson (page 5)* and *The Tail (page 32).* | **Teacher will assess students’ understanding by unpacking the Bench Mark standards as a class.** |
| 30 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Students will work in small groups to complete argumentative paragraph on family conflict. | **Teacher will monitor small groups by walking around the room.** |
| 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 and discuss with their elbow partner. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Pen/pencil * Study guide |
| **Homework: Read library book for 30 minutes.** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
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