6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames Lesson Date: October 19, 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.
* **ELAGSE6W1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. e. Provide a concluding statement or section that follows from the argument presented.
* **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:** * Students will improve informational text literacy.
* Students will know how to identify grammatical errors in common usage by learning comma rules.
* Students will know how to cite textual evidence from an informational text.
* Students will know that punctuation marks specifically commas are necessary to indicate pauses, lists, gaps, and introductory clauses.
* Students will know how to identify word meanings using context clues, locate and identify subjective/objective/intensive pronouns in literature.
* Students will know how to read an informational text, locate important details and take annotated notes.

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| **TIME** | **INSTRUCTIONAL SEQUENCE****MONDAY** | **FORMATIVE ASSESSMENT** |
|  | October 19 |  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 be given ten index cards as they walk in the door. Students will create flash cards using this week’s vocabulary words. Students will be instructed to write the word on the blank side of the card, and the definition on the side with the lines on it.  |  |
| 40 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*Teacher will model for students how to use close reading strategies when reading the text. Teacher will use a PowerPoint presentation to model each step for students: 1. Number the paragraphs.
2. Chunk the text.
3. Underline and Circle….with a purpose.
4. Left Margin, what is the author saying?
5. Right Margin, dig deeper into the text.

Students will take Cornell notes on close reading strategies. Students will copy the close reading strategies onto their own article.  | **Teachers will assess students’ understanding of the information based on students’ scores of 75% or higher on Achieve3000 activities.**  |
| 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. | **Teachers will assess students’ understanding by examining student questions.** |
|  | **Homework: Finish index cards. Bring your technology.** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** Storm Water Article
* Pencil/Pen/Highlighters/Markers/Colored Pencils/Crayons
* Computer
* Index Cards
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| **TIME** | **INSTRUCTIONAL SEQUENCE****Tuesday/Wednesday** | **FORMATIVE ASSESSMENT** |
|  | October 20-21 |  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 “Rambling Round,” on page 165 in their literature books. Students will use dry erase markers to mark the text with close reading strategies. Teacher will have students pair up with their elbow partner to mark the text. Teacher will provide students with a dry erase version of the text. .  | **The teacher will monitor elbow partners and answer misconceptions about marking the text.** |
| 5 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.**  |
| 15min | **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 watch a short video on the Big Question for this Unit: What is Important to Know? After students watch the video they will get into small groups to discuss the Big Question using Today’s Meet. Teacher will project or write the question on the board, “What is Important to Know?” Students will use their technology to answer the question.  | **Teachers will assess students’ responses to peer buddies.** |
| 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.  |  |
| 20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*The teacher will direct students in a discussion about the narrator and point of view. Teacher will explain first person and third person point of view. Teacher will also go over vocabulary needed to understand the story the teacher is going to read. The following vocabulary words will be discussed: prelude, evident, pulsating, winced, migrated, vigorously.  | **Teacher will assess student answers to discussion questions.** |
| 30 min | **Group Practice:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)Students will watch a short background video on drive-in theatres before reading. Teacher will read the story “Drive-In Movies” on pg. 186 in the literature book out loud to the class. Teacher will stop along the text to ask questions. Teacher will assess students’ level of comprehension by asking thought provoking questions. Teacher will lead students in a discussion on how to close read the text for deeper understanding. | **The teacher will assess students’ responses to question.**  |
|  5min | **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 homework assignment and hand out jot-list.  |  |
|  | **Homework: Write argumentative essay about storm water pollution. “Why is storm water pollution a problem, and what can we do to prevent it?” Students will be given a jot-list to begin their essay.**  |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** Pencil/Pen/Dry Erase Markers
* Warm Up (Comma)
* Literature Books
* Hard Copy of “Rambling Round”
* Technology (cell phone, tablet, laptop, etc.)
* DLIQ
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| **TIME** | **INSTRUCTIONAL SEQUENCE****Thursday/Friday** | **FORMATIVE ASSESSMENT** |
|  | October 22-23 |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**Students will begin reading their class novel.  |  |
| 3 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.**  |
| 5 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.** |
| 10min | **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 watch a short video on citing textual evidence from LearnZillion.com.  |  |
| 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. |  |
|  20min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* Students will take Cornell notes on R.A.C.E. Students will watch a Prezi presentation on R.A.C.E., students will learn how to use the acronym when answering a constructed response:• Restate the Question• Answer the Question• Cite Evidence• Explain how the evidence supports your answer.  | **The teacher will assess students’ critical thinking.** |
| 35 min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)Students will work individually to answer a constructed response on “Grant Park.” Students will read the passage and then use the R.A.C.E. acronym to complete a constructed response based on the information they read. Students will also use close reading strategies to mark the text.  | **The teacher will assess students’ critical thinking and understanding of the information.** |
| 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. |  |
|  | **Homework: Students will complete their introduction for the stormwater essay. “Why is stormwater pollution a problem, and what can we do to prevent it?”** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** Textbook
* Close Reading Strategies/R.A.C.E. Cornell Notes
* “Grant Park” Article
* Computer
* Warm Up (Comma)
* Pen/Pencil/Highlighter
* DLIQ Summarizing sheet
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