6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames Lesson Date: October 26, 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. |
| **Lesson Objective/Learning Intention:**    Students will improve informational text literacy.  Students will know how to cite textual evidence from an informational text.  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** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 55 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Students will go to the lab to complete their Achieve 3000 lesson. Students will read the article and complete a constructed response. If students finish completing the Achieve 3000 lesson early, they may start on the Comma Rules homework. | **Teacher will assess students’ results through Achieve 3000.** |
| 5  min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. |  |
|  | **Homework: Students will complete Comma Rules for Homework.** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Achieve 3000 Article * Paper/Pencil * Comma Rules |

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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 “The Seven Wonders of the World” on pages 231-234 in their literature books. Students will write a constructed response using the R.A.C.E./S.W.A.G. strategy based on the text: | **Teacher will assess students’ ability to write a constructed response.** |
| 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 get up and stretch. Teacher will take students on a bathroom/water break. |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Teacher will briefly review the different types of pronouns and their meaning. Students will complete a pronoun puzzle. | **Teacher will walk around the class to ensure understanding of the different types of pronouns.** |
| 10  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?)*  Students will view a “Pendomonium Panic in Peru” video that relates to pronouns. |  |
| 10 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will go over the standards based resource as a class. Teacher will break down each standard listed on the resource: cite evidence; determine the central idea; analyze how a key individual, event, or idea is introduced in the text; describe how a story’s plot unfolds in a text; and author’s point of view. | **Teacher will assess student questions and answer any misconceptions about the standards.** |
| 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 use the story “The Drive-In” to complete a standards based activity. Students will have to cite textual evidence to support what the text is saying explicitly. Students will have to make inferences based on the text. Students will also determine the central idea of the text and how it is conveyed through details and provide a summary. Students will also analyze how a key individual, event, or idea is introduces through examples or anecdotes. Students will also use the text to understand the basic commands of the English language by identifying commas. Students will also discuss the plot and how it unfolds in the story. | **The teacher will assess students’ answers on the standards based graphic organizer.** |
| 5  min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Standards Based Graphic Organizer * Pen/pencil * Pearson Literature Book * Pronoun Puzzle |

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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 an article and complete a constructed response using the R.A.C.E. strategy. |  |
| 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 take a bathroom/water break. |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will recognize and understand theme in a passage. Students will answer questions related to the theme of the story. | **The teacher assess students’ answers to the questions.** |
| 15  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?)*  Teacher will lead students in a game of wall slap. This vocabulary strategy will help students recall definitions to the academic vocabulary used in Unit 2: What is important to know?   * Imagery * Genre * Sensory detail * Explicit * Setting * Plot * Evidence * Tone * Mood * Climax | **The teacher will assess students’ ability to recall definitions.** |
| 20  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will guide students in a discussion about Point of View:   * 1st Person-Author is included in the story (I, Me, We, Us, Our, Mine, My) * 2nd Person-Author is talking to the reader (You, Your) * 3rd Person-Author is not included (They, Them, He, Him, His, Her, She, Theirs, Hers, It, Its * Omniscient (all characters) * Limited (only one character) | **Teacher will assess students’ comprehension through a discussion. Teacher will assess student answers to discussion questions.** |
| 25  min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Students will play game to review author’s point of view. Students will be given task cards in which they will have to act out the story using the type of point of view on the card. Students sitting in the audience will have to try and guess what point of view is being acted out. | **Teacher will assess student’s ability to tell a story to determine the author’s point of view.** |
| 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. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Theme Warm Up * Point of View Task Cards * DLIQ |