CMS Lesson Plan

Teacher: Hames/Kinsey/Porter Lesson Date: 8/10/15-8/14/15

Subject: ELA

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| **GSE Assessment Limits/Standards: ELAGSE6RL1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELAGSE6RL3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. ELASEG6RI8: 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.** |  |
| **Lesson Objective/Learning Intention: Students will identify literary elements in a fictional work of literature. Students will learn to write a constructed response based on evidence from the text.** | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10-35 min | **Get started/Drill/Do Now:**  **Monday:** Sentence corrections with the focus on subject/verb agreement.  **Tuesday/Thursday:** Sentence corrections with the focus on subject/verb agreement. C.L.E.A.R. (25 minutes)  **Wednesday/Friday:** Sentence corrections with the focus on subject/verb agreement. C.L.E.A.R. (25 minutes) |  |
| 10 min | **Engage/Motivation:**  **Monday:** Students will answer a thought provoking question based on ageism; Should people be treated differently based on age? Students will the question with their elbow partners.  **Tuesday/Wednesday:** Students will work in groups to create a short story using subject pronouns. Students will circle each pronoun with a different color.  **Thursday/Friday:** Students will complete a pronoun activity from Pearson Common Core online workbook pg. 328 |  |
| 25  min | **Whole Group Instruction:**  **Monday:** Mini-lesson over subject pronouns via Cornell notes. Class will begin reading, “The Old Grandfather and His Little Grandson (Pearson p.5-7).  **Tuesday/Wednesday:** Teacher will model comprehension and recall strategies. Students will complete a dialectical journal (AVID).  **Thursday/Friday:** The class will learn, discuss, and complete a plot diagram chart. |  |
| 15  min | **Group Practice/Small Group Instruction:**  **Monday:** Students will converse with a partner about inequality and ageism.  **Tuesday/Wednesday:** Students will work in small groups to complete a WICOR activity based on the selection.  **Thursday/Friday:** Students will work in collaborative groups to complete a plot diagram over the story “The Old Grandfather”. |  |
| 20  min | **Independent Practice**  **Monday:** None  **Tuesday/Wednesday:** Students will write a constructed response using the “Yes MA’AM” strategy.  **Thursday/Friday:** Students will analyze the ways in which we are “characterized” in life and compare them to the way the grandfather was characterized by the boy’s parents in the story. |  |
| 5  min | **Evaluate Understanding/Assessment:**  **Monday:** Teaching will actively monitor classroom to ensure participation and assess understanding.  **Tuesday/Wednesday:** Verbal review  **Thursday/Friday:** ABC Brainstorm |  |
| 5  min | **Closing Activities/Summary/DLIQ:**  **Monday:** Students will summarize what they learned about subject pronouns and the beginning of the plot to the story.  **Tuesday/Wednesday:** DLIQ  **Thursday/Friday:** DLIQ |  |
|  | **Enrichment/Extension/Re-teaching/Accommodations:**  **Monday:** N/A  **Tuesday/Wednesday:** N/A  **Thursday/Friday:** N/A |  |

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| **Resources/Instructional Materials Needed: Pearson Common Core Literature Textbook, Internet (Read, Write and Think), Glencoe Online textbook, Cornell Notes, Interactive Notebook, teacher made handouts/graphic organizers, chart paper, writing utensils** |
| **Notes:** |

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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 |