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 |  |
|  25min | **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. |  |
|  5min | **Evaluate Understanding/Assessment:** **Monday:** Teaching will actively monitor classroom to ensure participation and assess understanding.**Tuesday/Wednesday:** Verbal review**Thursday/Friday:** ABC Brainstorm |  |
|  5min | **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 |