6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames Lesson Date: September 28, 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:**   * Conflict can have beneficial effects. * Informational texts and fictional stories can give us insight into characters to help us better understand conflict. * To verify a claim, a reader must identify the argument and determine if evidence adequately and credibly supports the author's stance. |

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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. |
| 5  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will correct sentences as a warm up. | **Teachers will assess understanding via student explanations.** |
| 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 get with their elbow partners to quiz one another before their vocabulary quiz (Porter) | **Teachers will assess understanding by walking around the room while students are studying.** |
| 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 together with a partner to complete Proofreading Pronouns sheet (Hames).  Students will take a vocabulary quiz over their words: **conclusion, theme, accompanied, savoring, drone, enroll, instinctively, conflict, resolution, characterization, and making inferences.**  **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Students will come back together as a whole group to discuss Proofreading Pronouns worksheet (Hames). | **Teachers will assess students’ understanding of pronouns/vocabulary words through their responses.** |
| 5  min | **Closing Activity:**  Think, Pair, Share: How do we us pronouns effectively in a sentence. | **Teachers will assess students’ understanding through group discussion.** |
| 5  min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. | **Teachers will assess students’ understanding by examining student questions.** |
|  | **Homework: Students will copy new vocabulary words off the board and put them in their KIM chart in their ELA notebook (Porter). Students will write 10 sentences using word roots on page 45 in their ISN.** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Vocabulary Quiz * Proofreading Pronoun Handout * Paper * Pencil/Pen |

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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 a text of their choice for 15 minutes and complete a Quick Write activity on their Choice Board.  Students will read “The Stray” on page 20 as a class (Hames). |  |
| 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!” | **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 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.** |
| 20  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 get in small groups to discuss a thought provoking question using Today’s Meet, as it relates to family conflict. Teacher will project or write the question on the board, “Did any of the characters grow or change in a positive way as a result of the conflict in this story? Support your answer with specific details from the text.” Students will use their technology to answer the thought provoking question. Students will use the story “The Stray” on page 20, to give details to support their answers. | **Teachers will assess students’ understanding of their reading comprehension through group discussion.** |
| 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 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.)*  Students will continue the writing process, teacher will guide students through the process by giving students a planning sheet for their argumentative essay. Teacher will model for students how to fill out their pre-writing planning sheet. Teacher and student will discuss as a group: **the bridge—hook, supporting details, and controlling idea; citing evidence, and conclusion.** Students will fill out their graphic organizer as a class. Students will still use the two comparative text, “The Tail” and “The Old Grandfather and the Little Grandson.” | **Teacher will assess students’ answers and correct any misconceptions.** |
| 25 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Teacher will rotate through small groups to explain supporting details and citing textual evidence. Teacher will clarify any misconceptions about providing evidence and supporting details. Students will continue to work on their introductory paragraphs while teacher rotates through small groups. | **The teacher will assess students’ critical thinking and collaborative skills.** |
| 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?)*   * Pre-Writing Planning Sheet * Pencil/Pen * Literature Books * C.L.E.A.R. Choice Board * Technology (cell phone, tablet, laptop, etc.) * DLIQ |

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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 a text of their choice for 15 minutes and quick write on a topic of their choice for 5 minutes. |  |
| 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?)*  **“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.** |
| 10 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.** |
| 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?)*  The teacher will briefly explain to students what test taking strategies are, teacher will provide a few examples for students to get started on the activity. Students will get into groups of three or four to complete a round robin activity in which students will come up with good test taking strategies. The teacher will assign one scribe per group once students have been placed into their groups. The teacher will instruct students on how to complete the round robin exercise. Students will have to come up with at least four test taking strategies. Students will present their strategies at the end of the activity. Teacher will write the strategies on the board and discuss them as a group. | **The teacher will assess students’ critical thinking and collaborative skills.** |
| 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 and water break. |  |
| 50  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* **Small Group Instruction:** *(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)*  Teacher will lead the students in a review of the Benchmark. Teacher will go over each item on the Benchmark as a class. The teacher will facilitate a group discussion while instructing students on good test taking skills. Teacher will go through the Benchmark test with the students, asking them to circle words that they had a hard time understanding. Teacher will answer each test item and explain each item in detail. Students will participate by asking questions about items they missed on the Benchmark. | **The teacher will assess students’ ability to connect the four parts of an argument to the provided prompt.** |
| 25  min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  There will be no small group instruction on this day, as we are reviewing the results from the benchmark as a class. |  |
| 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?)*   * Benchmark Test and Results * Pen/Pencil/Highlighter * DLIQ Summarizing sheet * C.L.E.A.R. Choice Board |