6th Grade ELA Lesson Plans

Teacher: Ms. Porter, Ms. Hames, Ms. Kinsey Lesson Date: January 4-8, 2016

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| **GSE Assessment Limits/Standards:**   * ELAGSE6RL4--Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. * 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:**   * Demonstrate an understanding of standard-specific poetry elements and vocabulary * Demonstrate an understanding of standard-specific writing strategies and apply them to poetry writing * Demonstrate an understanding of standard-specific speaking strategies and apply to oral poetry presentations * Demonstrate an ability to respond, analyze and think critically about poetry |

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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. |
|  | **Whole Group Instruction:**  **NO SCHOOL** |  |

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| **Resources/Instructional Materials Needed:** |

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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 copy definitions from the board that the teacher will provide. Students should copy new vocabulary in their notebooks in the form of a K.I.M. chart. Students will place the following words in their vocabulary notebooks:   * simile * personification * alliteration * hyperbole * onomatopoeia * symbol * imagery * literal * figurative language * metaphor   Teacher will go over each term with the class as they are copying the definitions down. | **Teacher will check student’s vocabulary notebooks for memory cues. Memory cues should correlate to the definition.** |
| 15 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Teacher will lead students in a discussion about the Five rules to writing paragraphs. Teacher will talk about each rule as she points to them on the board.   1. Indent each paragraph using the thumb-rule. 2. Use a capital letter at the beginning of every sentence. 3. Use punctuation at the end of every sentence. 4. One paragraph describes one topic. 5. A paragraph has more than one sentence (at least 3-5 sentences).   The teacher will then read a paragraph displayed on the board. Teacher will instruct students to copy the paragraph using the five rules discussed above. Students will copy the paragraph from the board making the necessary corrections. | **Teacher will assess students’ ability to copy the paragraph correctly. Teacher will also assess students’ ability to make simple corrections such as: using capital letters, using correct punctuation, and indenting paragraphs.** |
| 30  min | **Engage/Motivation:**  Students will watch a Prezi presentation on figurative language, students will follow along in the presentation by taking Cornell notes. The teacher will stop the presentation along the way and ask questions to check for understanding. | **Teacher will assess student understanding by asking questions along the way.** |
| 10 min | **Whole Group Instruction:**  Teacher will explain in detail the figurative language assignment they will have to complete.  Figurative Language Assignment: Create an Advertisement Using Figurative Language!  Task: Using your understanding and knowledge of figurative language, you are going to create an advertisement for a product that you have invented that incorporates all of the literary devices that we have learned about thus far. Here's what you're going to do!  DIRECTIONS 1. Decide on a product for which you want to invent and develop an advertisement.  (Some suggestions might be sneakers, computers, soda, candy, jewelry, cereal, phone, clothing, etc.) Consider that the audience is someone your own age. SELL! SELL! SELL! 2. Generate a unique name for your product or use an already existing product.  3. Design an ad campaign slogan or “catchy phrase” for your product. Be creative!  4. Create an advertisement that successfully incorporates figurative language into the product name, slogan, and/or overall ad. Use as many as literary devices as you can!  5. Write a paragraph stating the types of figurative language used in your ad and how you used them. | **Special Note: Help students brainstorm some ideas on what type of advertisements they can create; radio and TV ads, commercials, jingles, etc.** |
| 15 min | **Group Practice/Small Group Instruction:**  Students will begin brainstorming ideas for the figurative language assignment. Teacher will over small groups to help get students motivated to work and turn in work. Teacher will also answer any questions that students may have by going over the rubric. |  |
|  | **Homework:** Students will continue to work on their advertisements at home. |  |

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| **Resources/Instructional Materials Needed:**   * Vocabulary PPT Slides * Practice Paragraph PPT * Prezi Presentation * Figurative Language Advertisement Rubric |

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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 book of their choice and then complete an activity on their choice board. Teacher will explain in detail the “Vocabulary Visionary Work Menu,” teacher will read the directions out loud to the class and explain each activity on the choice board explicitly. |  |
| 10 min | **Get started/Drill/Do Now:**  Intro to Paragraphs:   1. Teacher will review the five rules to writing paragraphs 2. Read the short paragraph to students out loud. 3. Have students copy the paragraph from the board and make corrections. |  |
| 5  min | **Engage/Motivation:**  Teacher will ask for student volunteers to present their figurative language advertisement homework. |  |
| 80  min | **Whole Group Instruction:**  Students will identify the elements and vocabulary of poetry, and learn to recognize and apply poetry-writing strategies.   1. Before reading the poem, ask students to list a few common things for which they are grateful. Have them pick one of their "common things" and explain why it's important to them. (Example: tooth paste, pencils) 2. Distribute the copies of ["Ode to Pablo's Tennis Shoes"](http://teacher.scholastic.com/lessonplans/unit_poetryslam_ode.pdf) and ["Ode to Pablo's Tennis Shoes" Reproducible](http://teacher.scholastic.com/lessonplans/unit_poetryslam_ode_reproducible.pdf) to all students. Have students read the poem silently and then in pairs or small groups. Pick at least two volunteers to read the poem to the entire class. 3. Display the ["Ode to Pablo's Tennis Shoes" Response Sheet](http://teacher.scholastic.com/lessonplans/unit_poetryslam_ode_responsesheet.pdf) on the overhead or projector and ask to students to answer the questions in their notebook. 4. Review the poetic terms from the same [Response Sheet](http://teacher.scholastic.com/lessonplans/unit_poetryslam_ode_responsesheet.pdf). Have students write the terms and definitions in their notebooks.  * **ode:** a poem that celebrates a subject * **mood:** the atmosphere in a piece of writing * **figurative language:** non-literal expressions to get across certain ideas or things more vividly * **metaphor:** a comparison of dissimilar things that implies some sort of equality between the things * **simile:** a comparison that uses "like" or "as"  1. Explore the poem with the class by focusing on the **ode** form, the **mood** of the poem and how it makes you feel, and the **figurative language** (similes and metaphors) used in the poem. 2. Have students reread the poem, this time with the ["Ode to Pablo's Tennis Shoes" Reproducible](http://teacher.scholastic.com/lessonplans/unit_poetryslam_ode_reproducible.pdf) in mind. 3. Have students write what they learned about Pablo in the left column and write down evidence from the poem that supports their statements in the right column. | The completeness of students' notebook answers to the ["Ode to Pablo's Tennis Shoes" Response Sheet](http://teacher.scholastic.com/lessonplans/unit_poetryslam_ode_responsesheet.pdf) questions and listed poetic terms and definitions will be reviewed. Observation of student participation should also be noted. |
|  | **Homework:** |  |

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| **Resources/Instructional Materials Needed:**   * Gary Soto's "Ode to Pablo's Tennis Shoes" (PDF) - Make overhead transparency * "Ode to Pablo's Tennis Shoes" Exploration (PDF) * "Ode to Pablo's Tennis Shoes" Reproducible (PDF) - Make an overhead transparency * "Ode to Pablo's Tennis Shoes" Response Sheet (PDF) - Make an overhead transparency * Student notebooks to record important "Elements of Poetry" vocabulary * Pencils * Overhead projector and pens or interactive whiteboard or Smartboard and projector |