6th Grade ELA Lesson Plans

Teacher: Ms. Porter, Ms. Hames, Ms. Kinsey Lesson Date: January 11-15, 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. |
| 55 min | **Whole Group Instruction:**  Students will go to the lab to complete their Achieve 3000 lesson. Students will read the article and complete a constructed response | **Teacher will assess students’ results through Achieve 3000.** |
| 5 min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. |  |

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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 read A Matter of Trust 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 Sentence Types:   1. Teacher will review types of sentences. 2. Read a short introductory paragraph to students out loud. 3. Have students copy the paragraph from the board and make corrections. Students will identify the types of sentence in the paragraph. | **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.** |
| 15  min | **Engage/Motivation:**  Teacher will ask for student volunteers to present their figurative language advertisement homework. | **Teacher will assess student understanding by asking questions along the way.** |
| 45min | **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. | **Special Note: Help students brainstorm some ideas on what type of advertisements they can create; radio and TV ads, commercials, jingles, etc.** **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:** Students will continue to work on their advertisements at home. |  |

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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 |

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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 Matter of Trust and then complete an activity on their choice board. |  |
| 10 min | **Get started/Drill/Do Now:**  Intro to Sentence Types:   1. Teacher will review types of sentences. 2. Read a short 1st body paragraph to students out loud. 3. Have students copy the paragraph from the board and make corrections. Students will identify the types of sentence in the paragraph. | **Teacher will also assess students’ ability to make simple corrections such as: using capital letters, using correct punctuation, and indenting paragraphs. Teachers will assess the students’ ability to identify simple, compound, complex, and compound-complex sentences.** |
| 15  min | **Engage/Motivation:**  Students will complete a vocabulary charades game. | **Teacher will monitor students’ responses to the actions of their peers to guess the word.** |
| 45  min | Students will read the poem “Life Doesn’t Frighten Me” individually, then teacher will read it to them. (pg. 324)Students will also listen to the poem being read by the author, Maya Angelou. <https://www.youtube.com/watch?v=89dLNzEhIz4> Students will answer the questions to show comprehension of the poem. Students and teachers will discuss the poem.  Students will work in pairs to complete a figurative language collage about the poem read. They will find the figurative language examples used in the poem. The students will draw the examples on a sheet of chart paper and correctly label them. | **Teacher will assess students’ abilities to identify and label figurative language examples correctly.** |
|  | Homework: Read and record reading minutes. |  |

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| **Resources/Instructional Materials Needed:**   * Chart paper * Markers * Poem * Video * Projector * Computer * Pencils * Notebooks |