6th Grade ELA Lesson Plans

Teacher: Ms. Hames, Ms. Kinsey, Ms. Porter, and Mr. Widder Lesson Date: January 25-29, 2016

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| **GSE Assessment Limits/Standards:**   * ***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.*  *c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.*  *d. Establish and maintain a formal style.*  *e. Provide a concluding statement or section that follows from the argument presented.*   * ***ELAGSE6L1:*** *Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.* |
| **Lesson Objective/Learning Intention:**   * Students will define FOCUS and learn how to write with targeted focus in Expository writing using textual evidence. * Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |

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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:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Students will be in the labs working on Achieve 3000 |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Computer Lab * Achieve 3000 Log In Information |

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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. |
| 15 min | **C.L.E.A.R.:**  Students will begin reading in class novel, “Holes.” |  |
| 5  min | **Quickwrite:**  Students will complete an activity on their “Vocabulary Visionary” choice board menu. | **Teacher will take up the choice boards at the end of the week for a grade. Teacher will assess students’ comprehension of vocabulary terms.** |
| 10 min | **Get started/Drill/Do Now:**  Students will continue working with the eight parts of speech by color coding sentences given to them by the teacher. Students will have to highlight the nouns yellow and highlight the verbs green. | **Teacher will discuss the answers with students to check for understanding.** |
| 20  min | **Engage/Motivation:** |  |
| 30 min | **Whole Group Instruction:**  Students will define FOCUS and learn how to write with targeted focus in Expository writing using textual evidence. The teacher will review the elements of an informational essay (slide 3) 1.) **Introduction**   1. Hook/Grabber   **Body**  Paragraphs of Evidence and Elaboration   1. Transition to next paragraph 2. Topic sentence 3. Introduce Evidence 4. Elaborate on Evidence   **Conclusion**   1. Wraps up the paper 2. Reinforces the thesis 3. Leaves the reader satisfied   *NOTE: The body includes as many paragraphs as it takes to provide complete support taking into account the assignment and word / time limitations.*  2.) Explain that having a strong thesis is the main way to remain focused in your writing(slide 3)   * The THESIS is developed and maintained throughout. * There is very little or no loosely related material. * All points and supporting ideas are clear and convincing and relate to the thesis.   **Modeled Instruction:**  1. Distribute the article *Mysterious Monsters of the Sea* and read together as a class.  2. Next, share the writing task for this informational piece: Write an essay explaining the characteristics of the giant squid.  3. Prepare to answer this essay using information from the text (slide 5).  Discuss what makes each a good thesis (slide 6). Ask students to read the following thesis examples and choose the best one, the one which is too broad, and the one which is too narrow.  **Thesis A:** Giant squid can grow to 43 feet.  **Thesis B:** There are lots of interesting and mysterious creatures in the ocean and the giant squid is one of those.  **Thesis C:** Giant squid have several unique characteristics that earn them the name of mysterious monster.  **Note:** Thesis A is too narrow; Thesis B is too broad; Thesis C is the best option.  **Guided Instruction:**  1. Distribute the handout *Staying Focused Draft*.  2. After a solid thesis is developed, draft an outline to make sure writing stays focused (slides 7 & 8).  3. Write the first body paragraph as a class (slides 9 & 10).  Sample Body Paragraph:  One of the things that make the giant squid unique are its features. First, it is huge. According to the article *Mysterious Monsters of the Sea*, the squid can grow “43 feet from the tips of their fins to the ends of their tentacles.” This is enormous, and it’s not the only huge thing about them. Each of their two eyes is a foot wide, as stated in the text. Further, they have eight arms with sharp suckers on them. If anything is unique, the giant squid certainly is. They have two long tentacles that can capture |  |
| 20 min | **Independent Practice:**  **Independent Practice:**  1. Students should complete the essay alone or in pairs, including a conclusion (slide 11).  2. When finished, students can share with a partner to check specifically for focus. |  |
|  | **Homework:** |  |

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| **Resources/Instructional Materials Needed:**   * PowerPoint “Focus” * Handouts * Article: *Mysterious Monsters of the Sea* [*http://gawr4.writescore.com/sbtchdata/teachingideas/g6/6.text.FocusInfo.pdf*](http://gawr4.writescore.com/sbtchdata/teachingideas/g6/6.text.FocusInfo.pdf) * Staying Focused Draft <http://gawr4.writescore.com/sbtchdata/teachingideas/g6/6.handout.FocusInfo.pdf> |

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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. |
| 25  min | **Whole Group Instruction:**  Students will be completing their Write Score exam. |  |

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| **Resources/Instructional Materials Needed:**   * Testing materials provided by the testing administrator. |