6th Grade ELA Lesson Plans

Teacher: Ms. Porter, Ms. Hames, Ms. Kinsey, Mr. Widder Lesson Date: February 1-5, 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. * **ELAGSE6RL5**-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. * **ELAGSE6RL7**-Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. * **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. * **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 |  |
| 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 Bad Boy, Holes, or Bronx Masquerade and then complete an activity on their choice board. |  |
| 10 min | **Get started/Drill/Do Now:**  Students will copy and correct sentences and use color-coding to identify parts of speech. |  |
| 15  min | **Engage/Motivation:** Students will review vocabulary via the “Who’s Your Cabby?” activity. Match the appropriate vocabulary words with the definitions. |  |
| 45min | |  | | --- | | **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 | | **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. | |  |
| 5 Min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. |  |
|  | **Homework:** Students will continue to work on their advertisements at home. |  |

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| **Resources/Instructional Materials Needed:**   * Power point * Paper/Pencils/Pens * Projector * Computer |

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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 Bad Boy, Holes, or Bronx Masquerade and then complete an activity on their choice board. |  |
| 10 min | **Get started/Drill/Do Now:**  Students will copy and correct sentences and use color-coding to identify parts of speech. |  |
| 15  min | **Engage/Motivation:**  Students will review vocabulary via the “Who’s Your Cabby?” activity. Match the appropriate vocabulary words with the definitions. |  |
| 45  min | Whole Group Instruction: Students will read the poem “Casey at the Bat” individually using close strategies. Students will also view a video of the poem. <https://www.youtube.com/watch?v=13_bVaphCPo>  <https://www.youtube.com/watch?v=1xWtysMlrcA>  Students will compare and contrast the reading of the poem to the media literacy. Students and teachers will discuss the poem |  |
|  | **Homework:** Read and record reading minutes. |  |

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| **Resources/Instructional Materials Needed:**   * Video * Projector * Computer * Pencils * Notebooks * Ernest Thayer’s "Casey at the Bat" poem * "Casey at the Bat" video * Overhead projector and pens or interactive whiteboard or Smartboard and projector |