6th Grade ELA Lesson Plans

Teacher: Kinsey, Hames, Porter, Widder Lesson Date: Feb. 29-Mar. 4

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| **GSE Assessment Limits/Standards:**   * ***ELAGSE6RL5****-*Analyze how a particular stanza fits into the overall structure of a poem and contributes to the development of the theme, setting, or plot. * ***ELAGSE6W3-*** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. * ***ELAGSE6SL1-***Engage effectively in a range of collaborative discussions, building on other’s ideas and expressing their own. * ***ELAGSE6L2-***Demonstrate command of the conventions of Standard English. * ***ELAGSE6L5-***Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| **Lesson Objective/Learning Intention:**   * Students will demonstrate some level of mastery of the standards based off Semester II Benchmark. |

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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 be reviewing standards for their Benchmark Test on Wednesday. Teacher will give students a Benchmark Study Guide to review for the test. | **Teacher will go over any misconceptions and answer questions about the standards.** |
|  | **Homework:** Students will finish study guide and study. |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Standards Based Study Guide for Benchmark |

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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 | **Get started/Drill/Do Now:**  Students will come in and finish completing their study guides. Students will also review the end of their poetry unit standards | **Teacher will monitor students’ completion of their study guides.** |
| 30 min | **Whole Group Instruction:**  Teacher will continue to review standards covered on the Benchmark with students. Teacher may play a quick review game with students. Students will use this opportunity to ask questions about any misconceptions they have about the standards. Teacher will review all standards that have been taught so far this semester. | **Teacher will answer any questions and misconceptions about the standards.** |
|  | **Homework: Students should study their Benchmark study guides for their test on Wednesday.** |  |

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| **Resources/Instructional Materials Needed:**   * Standards based study guide * Pencil/Pen |

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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 continue reading their class novels. |  |
| 5  min | **Get started/Drill/Do Now:**  Students will continue reviewing vocabulary and grammar conventions. | **Teacher will assess students responses to “Do Now” activity.** |
| 20  min | **Engage/Motivation:**  Students will take Cornell Notes on Analogies and then Complete the first step to the Cornell Way of note taking. |  |
| 60  min | **Whole Group Instruction:**  Students will continue to work on the poems: “Life Doesn’t Frighten Me” and “Casey at Bat”  Students will continue to review poetry elements as well as figurative language including: similes and metaphors. Students will complete the Metaphorical Images reading strategy to gain a deeper understanding and meaning of the two poems. Teacher will hold a small group for students who still need to understand the meaning of the poem or who are having trouble grasping how to determine the metaphors in each poem. |  |
| 5  min | **Closing Activities/Summary/DLIQ:**  Teacher and students will complete DLIQ’s on an interactive board created by the teacher on the whiteboard. |  |
|  | **Homework: Students will review Cornell Notes on Analogies.** |  |