6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames, Widder Lesson Date: March 14-18, 2016

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| **GSE Assessment Limits/Standards:**   * **ELAGSE6L2-**Demonstrate command of the conventions of Standard English. * **ELAGSE6L5-**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. * **ELAGSE6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text**.** |
| **Lesson Objective/Learning Intention:**   * Students will identify and analyze character traits from their novel “Holes” * Students will understand the importance of the conventions of Standard English. * Students will identify and understand the importance of analyzing their answers from Benchmark III. * Students will demonstrate an understanding of the standards based on the Georgia Milestones. |

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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 in the lab completing Achieve 3000. |  |
|  | **Homework:** |  |

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| **Resources/Instructional Materials Needed:**   * 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. |
| 30 min | **C.L.E.A.R.:**  Students will continue reading their class novels. Students will complete a characterization reading strategy. Students will create characters based off the novel “Holes.” Students will examine the different characteristics of the boys in the D-Tent. Students will describe a character using adjectives. Students will then identify a passage in the book that explains how they came up with the description. Students will color the front of the character and write the adjective and supporting evidence on the back of the character cut-out |  |
| 80  min | **Whole Group Instruction:**  Students will go over their Benchmark III using an item analysis break down sheet. |  |
| 5 min | **D.L.I.Q.:**  Students will complete DLIQ’s and stick them to the whiteboard. |  |
|  | **Homework:** |  |

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| **Resources/Instructional Materials Needed:**   * Item Analysis Worksheet * Class Novels * Benchmark Test and Answer Sheet * Character Analysis Sheet |

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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. |
| 30  min | **C.L.E.A.R.**  Students will continue reading their class novels. Students will continue to work on their character analysis from the story “Holes.” |  |
| 10 min | **Get started/Drill/Do Now:**  Students will complete a warm up based on Milestones standards. Students will use technology to answer warm up. |  |
| 25  min | **Whole Group Instruction:**  Students will be preparing for the Georgia Milestones. Students will receive a packet that will consist of several standards that will be on the Milestone test. Students will complete the packet and discuss the answers as a class. This review will help students master the standards on the Georgia Milestones. Standards covered will be: |  |
| 5  min | **Closing Activities/Summary/DLIQ:**  Students will use technology to answer today’s DLIQ on Schoology. |  |
|  | **Homework:** |  |

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| **Resources/Instructional Materials Needed:**   * Milestone packet (Questions and Answers) * Pencil/Pen * Class Novel * Paper |