6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames, Lesson Date: March 21-25, 2016

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| **GSE Assessment Limits/Standards:**   * **ELAGSE6RL1**: Cite textual evidence to support analysis of what the text says explicitly as well as   inferences drawn from the text.   * **ELAGSE6RL3**: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as   how the characters respond or change as the plot moves toward a resolution.   * **ELAGSE6RL9**: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical   novels and fantasy stories) in terms of their approaches to similar themes and topics.  **ELAGSE6W1**: Write arguments to support claims with clear reasons and relevant evidence.   * **ELAGSE6SL1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and   teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas  and expressing their own clearly.   * **ELAGSE6SL2**: Interpret information presented in diverse media and formats (e.g., visually, quantitatively,   orally) and explain how it contributes to a topic, text, or issue under study.   * **ELAGSE6SL3**: Delineate a speaker’s argument and specific claims, distinguishing claims that are   supported by reasons and evidence from claims that are not.   * **ELAGSE6SL4**: Present claims and findings, sequencing ideas logically and using pertinent descriptions,   facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate  volume, and clear pronunciation. |
| **Lesson Objective/Learning Intention:**   * Students will look at two different texts (short story, picture), and develop skills and strategies to look closely at small details to analyze probability of events and provide relevant evidence which lead to their inferences. * Students will use a graphic organizer to organize their information and write an argument that will support their claims/analysis of the text. * Students will collaborate their findings with each other and debate those finding based on the evidence they find. * Students will increase Lexile scores by participating in Achieve 3000. * Students will show how they support their claims by elaborating on the evidence found in a text. * Students will learn the importance of taking Cornell Notes to help them study for the 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 labs working on Achieve 3000 |  |
|  | **Homework:** |  |

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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. |
| 20 min | **C.L.E.A.R.:**  Students will continue reading their class novels. |  |
| 15 min | **Get started/Drill/Do Now:**  Students will read a passage and answer a question based off the Georgia Milestones, in preparation for the test in April. |  |
| 20  min | **Engage/Motivation:**  Students will take Cornell Notes as the teacher discusses elaboration on evidence.  1. Teacher will use slide 1 of the PowerPoint to introduce the purpose of the lesson, which is to practice identifying the details an author uses to elaborate on evidence in a text.  2. Teacher will discuss slides 2-4 to explain what elaboration is and how an author uses it. |  |
| 30 min | **Small Group Instruction:**  1. Display slide 5. Teacher will model how to number the paragraphs of the article “The unsung heroes of soccer”.  2. Teacher will read aloud the texts. (Option: Teacher reads aloud the first few paragraphs of each text, and students partner or independently read the rest of the text). The purpose for reading is to think about the point/claim that has been provided for an explanatory essay, and how the evidence in bold print supports the point/claim.  3. Teacher introduces the Elaboration Warm Up handout and models how the author elaborates on the evidence in the example. (Note that clarifying questions serve as a guide.) The teacher also models marking the details in the text (“Officials for the world cup have to be the best in the world”; “The whole world is watching”).  4. Teacher uses slides 6-9 to support think aloud while analyzing the elaboration in the example.  5. Display slides 10 and 11.  6. Teacher will guide the students in completing the next one or two pieces of evidence, first underlining the details in the text and then writing them on the handout. |  |
| 20 min | **Independent Practice:**  1. Display slide 12  2. Students will complete the rest of the handout, first underlining the details in the text and then writing them on the handout. |  |
|  | **D.L.I.Q.:** Students will complete their DLIQ’s |  |
|  | **Homework: Students should study vocabulary words for spelling and meaning.** |  |

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| **Resources/Instructional Materials Needed:**   * A SMART board or projector, document camera * “Elaboration—What Is It?” PowerPoint * Teacher and student copies of “The unsung heroes of soccer” for modeled text-marking and gathering details * Teacher and student copies of “Elaboration Warm Up” handout Pens/pencils and/or highlighters |

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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 to read their class novels. |  |
| 10  min | **Get started/Drill/Do Now:**  Students will use technology (Kahoot!) to identify the difference between a subject and object pronoun. |  |
| 30  min | **Engage/Motivation:**  Students will read a scenario and view a picture and determine what evidence is relevant and outline the events which took place using probability of evidence. Students will use the graphic organizer to trace and evaluate their analysis using the text and the picture to help them figure out the crime. |  |
| 50  min | **Whole Group/Small Group Instruction:**  Teacher will continue to go over Milestone standards with students. Students will work in small groups to finish completing their Milestones standards based review guide. Teacher will pull small group based on Benchmark III data to work with during class. |  |
| 5  min | **Closing Activities/Summary/DLIQ:**  Students will summarize what they learned by using an online discussion board. Students will post their responses and discuss as a class. |  |
|  | **Homework:**  Students will write a narrative story using subject and object pronouns. Students will be given a list of pronouns that they can use, students will also be required to label the appropriate pronoun. |  |

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| **Resources/Instructional Materials Needed:**   * Phones/Tablets * Milestones Review Standards Based Resource * Citing Evidence Graphic Organizer * Paper/Pen/Pencil |