CMS Lesson Plan

Teacher: Hames, Kinsey, and Porter Lesson Date: September 14, 2015

Subject: 6th Grade ELA

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **RI1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**  **RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduce.**  **RI9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation**  **W1 – Write arguments to support claims with clear reasons and relevant evidence.**  **RI2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.** | *Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.*  **Monday** |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.    b. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  d. Students will establish and maintain a formal style.  e. Students will provide a concluding statement or section that follows from and supports the argument presented. What will they DO to learn it?  • Students will compose an argumentative essay by the end of instruction through scaffolded and tiered activities. Students will produce one essay as a class for the purposes of guiding students through the essay development process. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will copy the warm-up from the board. The students will use context clues to understand an unknown word.  Decide the meaning of the underlined word by reading the sentence and considering the context in which the word is used. Then, rewrite the sentence with the definition in the blank.  We lost track of time, so we had to *festinate*, or\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | **Teacher will assess understanding via discussion with the class.** |
| 5  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will pair up with a partner to review notes prior to taking the 4.5 assessment. | **Teacher will walk around the room and assess students’ responses to peer buddies.** |
| min | **Brain Break/Transition:** *(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **N/A** |  |
| 5  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*    Teacher will briefly answer any questions and misconceptions before the test. | **Teacher will assess students’ understanding through group discussion.** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| 30 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will take their 4.5 assessment. | **Teachers will assess students’**  **understanding of the assessment based on Schoolnet data.** |
| 0  min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **N/A** |  |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Teacher will go over the homework as a class. | **Teachers will skim to make sure that students have the gist of the information.** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  **N/A** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * 4.5 Assessment * Pencil * Paper * Computer |
| Notes: |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

CMS Lesson Plan

Teacher: Hames, Kinsey, and Porter Lesson Date: September 15-16, 2015

Subject: 6th Grade ELA

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | **Tuesday/Wednesday** | 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 a text of their choice for 15 minutes and QuickWrite on a topic of their choice for 5 minutes. |  |
| 5  min | **Brain Break/Transition*:*** *(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  Students will participate in the following brain break: “Life with the Wright Family”. Students will get into groups and each group member will have an item. The teacher will begin to slowly read the story, “Life with the Wright Family.” Every time students hear the word “right,” they will pass their item to the right. Every time they hear the word “left,” students will pass their item to the left. The teacher will steadily speed up the reading of the story and students will have to attentively listen to the many times they have to pass their item to the “right” or “left.”  The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1!” | **The teacher will monitor listening, collaborative, and communication skills.** |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will read a paragraph on family conflict. They will use context clues to identify the meaning of the unknown words. The words used will be strife, angst, redemption, retribution, and tribulation. | **Teachers will assess students’ effective collaborative discussions.** |
| 20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will lead students in a discussion about hooks and drawing the reader in. Teacher will discuss with students some examples of catchy songs or commercials that they have seen or heard either on the radio or on the television. The teacher will make the connection with students that commercials and songs can be catchy because the author reeled the listener in through the hook. The teacher can play a few examples of catchy commercials or songs to further connect students with the information being presented. The teacher should remind students that the hook in their introductory paragraph should have that same effect on the reader. | **Teachers will assess by students’ responses to make sure they understand the controlling idea that family conflict can bring about positive change.** |
| 5  min | **Brain Break/Transition:** *(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  “Pen/Pencil Flip”: Have students stand by their desks with a pencil or pen. Students have to hold one of their hands out (palm down). Have students place the pen/pencil on the back of their hand, making sure it is secure and can stay without being held. The teacher puts one minute on the clock and students have to flip the pen up and catch it as many times as they can. Be sure to tell students that flipping should not exceed five inches to ensure everyone is safe. Have students announce their totals.  Transition students by saying, “Alright; we need to come back with a boom, boom, clap” and students will pound their fists on the desks twice and then clap. | **The teacher will monitor listening, collaborative, and communication skills.** |
| 15 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will lead class in a discussion on the various types of hooks. Teacher will go over and explain the different types of hooks to use in an introductory paragraph:   * Comparison * Question * Definition and Adjective * Quotation * Comparison to well known of infamous person * Statement about the future * Dilemma * Scene * Advice * Anecdote | **The teacher will walk around the room to make sure students are following along on their graphic organizer/notes.** |
| 25  min | **Group Practice:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  The class will complete engaging hooks using the following types:  • Dialogue  • Fact  • Quote  • Thought Provoking Question  • Comparison  • Adjective/Definition  • Compound Question | **Teacher will monitor small groups and answer any misconceptions about the assignment.** |
| 10 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Once students have completed their engaging hook examples, they will pick the best hook and transfer the information onto their Argumentative Essay Pre-Writing graphic organizer. | **Teacher will assist students with choosing the best hook as it relates to the prompt, family conflict.** |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* |  |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Students will complete their DLIQ for today’s lesson. | **Teacher will ask students to recall their DLIQ’s.** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Paper * Pencil * Notes/Graphic Organizer |
| **Notes:**  Students will finish completing their engaging hooks if they did not complete them in class. |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  | Thursday/Friday | 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 a text of their choice for 15 minutes and QuickWrite on a topic of their choice for 5 minutes. |  |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **“Hand Swap”:**  1. Have students stand up at their desks.  2. Students start by waving their right hand in front of them left to right. Their palm should be facing away from them, fingers pointing up.  3. Have students stop that hand and have their left hand in front of them waving it up and down.  4. Then have them practice moving both at the SAME TIME (right hand going left to right and left hand going up and down. Tell them not move their hands going diagonally).  5. Have students switch to have their right hand up and down and their left hand left and right. Do this faster and switch often to make it more difficult.  6. Lastly, to increase the difficulty, have your arms crossed while doing this.  The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1. Thank you!” | **Teacher will monitor small groups and answer any misconceptions about the assignment.** |
| 10  min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will copy the warm-up from the board. The students will use context clues to understand an unknown word. Decide the meaning of the underlined word by reading the sentence and understanding the context in which the word is used. Then, write the meaning.   * Jana’s ***vivacious*** personality made it easy for her to make new friends. * With a partner, students will use technology to scan QR codes to find a definition for one of these words: *fervor, hovel,* or *kendo*. Write a sentence that uses the word and gives clues to its meaning. Ask your partner to guess the word’s meaning. | **Teacher will monitor small groups and answer any questions the students may have.** |
| 20  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Students will watch a video on punctuation, students will learn how to use commas through music. In this video the presenter teaches students how to listen for commas by using the beat of a song. Students will model the same activity that the presenter teaches in the video.   * <https://www.teachingchannel.org/videos/teaching-punctuation> | **Teacher will assess students’ understanding by observing their comprehension of the activity presented in the video.** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  “Nose, Lobe”: Have student stand up and for a little extra movement, have them switch places with another person. They don’t have to move their things; they’ll be back in their spots after the brain break ends. Students start by grabbing their noses with their left hand and grabbing their ***left*** earlobe with their ***right*** hand, then quickly switch so that their right hand is on their noses and their left hand is grabbing their right earlobe.  Students will be transitioned using “Copy Me Clap” method. The teacher will tell the students, “As you travel to your seats copy the clap sequences I provide.” The teacher will do a series of three clap sequences and the students will repeat. | **Teacher will monitor small groups and answer any misconceptions about the assignment.** |
| 20  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will go over and review Bench Mark standards with the class. Teacher will provide students with a study guide to complete in class. Study guide will be compiled from the 4.5 assessment that students took on Monday. Teacher will unpack each standard with students for further understanding. Teacher will have students circle the verbs and academic vocabulary in each standard. | **Teacher will assess students’ understanding by unpacking the Bench Mark standards as a class.** |
| 30 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Students will work in small groups to complete their study guides. | **Teacher will monitor small groups by walking around the room.** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)* |  |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)* |  |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  Students will discuss their DLIQ with their elbow partner. |  |
| min  min | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Pen/pencil * Study guide |
| **Homework: Students will finish their study guides for homework.** |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
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