6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames Lesson Date: December 7-11, 2015

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)** ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* ELAGSE7RI7: Compare and contrast two texts to determine the author’s portrayal of the subject.
* ELAGSE6W1:Write arguments to support claims with clear reasons and relevant evidence.
* ELAGSE6L2:Demonstrate command of the conventions of Standard English: punctuation and commas.
* ELAGSE6SL1:Engage effectively in a range of collaborative discussions.
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| **Lesson Objective/Learning Intention:** * Students will identify the differences and similarities in two different texts.
* Students will use the apprioate vocabulary associated with comparing and contrasting.
* Students will be able to effectively compare and contrast several different versions of the same story in order to complete a well written constructed response.
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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. |
| 55min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*Students will go over their Benchmark study guide as a review for the upcoming Benchmark on Wednesday.  | The teacher will answer any misconceptions of the standards discussed thus far in class**.** |
|  | **Homework:** *Students should use their study guide to prepare for the Benchmark*  |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** Benchmark Study Guide
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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 for 15 minutes and then write about what they have read for five minutes.)*Students will continue reading “NightJohn”, students will take notes while they are reading. Students should take notes comparing and contrasting the living conditions between slaves and slave owners.  | **Teacher will assess students’ comprehension of the text by asking students to volunteer some of their responses to the class.** **Teacher will also get student started on the task by modeling exemplars.** |
| 20 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*Students will copy down chart on hyphens and dashes on their own sheet of paper. Teacher will play a short video on the difference between hyphens and dashes. Students will take a ten question quiz on the information provided in the video.  | **Teacher will administer a quiz at the end of the video.** **Teacher will answer any misconceptions about hyphens and dashes.**  |
| 5 min | **BATHROOM/WATER BREAK** |  |
| 15min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge, shared reading, shared writing, discussion, writing process.)*Teacher will go over the Costas Level of Questioning, teacher will explain in detail the different levels, what they mean, and how they relate to the real world. Teacher will go over the different words for each level and give examples of questions. Teacher will ask each student to identify a word a place it in the correct Costas Level on the board.  | **Teacher will guide students in a discussion about Costas level of questioning.****Teacher will observe student choices when placing Costas words on the board.** |
| 40 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)Teacher will ask students to create a review question for the Benchmark on an index card. Students will be asked to create a question based on this criteria:1. **The question must be level 3.**
2. **You must have 4 multiple choice answers.**
3. **You must have the correct answer on the back of the card**
4. **No inappropriate or derogatory language/question.**

After **10** minutes students will stop and teacher will collect index cards. Teacher will shuffle cards and read 3 student examples out loud. Teacher will facilitate a discussion on each question and whether or not it fits into the criteria set. Teacher will help students to change question if it needs to be changed or if it does not fit into level 3.* Teacher will divide the class into two teams for a review game. Teacher will read off student-created questions, the team with the most points at the end of the game wins.
 | **Teacher will assist students in editing (if need be) their questions.** **Teacher will answer any misconceptions on the types of questions they should be creating.****Teacher will assess students’ readiness for the Benchmark through the review game.**  |
| 15min | **Closing:** Teacher will play “Flocabulary” video on Point of View. After the video teacher will read a short paragraph, students will have to identify the POV and then re-write the passage in the POV stated in the directions.  | **Teacher will grade students’ ability to identify POV and rewrite the passage in a different voice.**  |
|  | **Homework:** Students will complete a constructed response on their in class novel “NightJohn”. Students will have to compare and contrast the life of a slave owner to the life of the slave. Students should use at least **3** compare and contrast connector words. Student may use their notes from C.L.E.A.R. to cite textual evidence.  | **Teacher will assess students’ ability answer the prompt and cite evidence from the text.** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)** “NightJohn”
* Brain Pop
* Index Cards
* Costas level of Questioning poster
* Level of Questioning vocabulary words and questions
* Flocabulary POV video
* Identifying POV passage and question
* “NightJohn” Constructed Response
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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.:** |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* |  |
| 15min | **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?)* |  |
|  25min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* **Small Group Instruction:** *(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)* |  |
|  25 min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) |  |
| 5 min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  |  |
|  | **Homework:** |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |