6th Grade ELA Lesson Plans

Teacher: Kinsey, Hames, Porter, Widder Lesson Date: Mar. 7-Mar. 11

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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 retake the ELA benchmark exam. |  |
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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Benchmark exams * Bubble sheets |

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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 class their novels and complete a quick write activity. |  |
| 5  min | **Get started/Drill/Do Now:**  Students will continue reviewing vocabulary and grammar conventions. |  |
| 60  min | **Whole Group Instruction:**  Students will continue to work on the poems: “Still I Rise”.  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. Students will complete the comprehension questions based on the stories. | **Teacher will answer any questions and misconceptions about the standards.** |
| 5 min | **Closing Activities/Summary/DLIQ:**  Teacher and students will complete DLIQ’s on an interactive board created by the teacher on the whiteboard. |  |

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| **Resources/Instructional Materials Needed:**   * Poems * Worksheet * 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. |  |
| 60  min | **Whole Group Instruction:**  Students will review vocabulary terms and complete the controlling idea sheets based on the story “Why the Tortoise’s Shell is not Smooth” pages 669-672. Students will complete the constructed response based on the story. |  |
| 5  min | **Closing Activities/Summary/DLIQ:**  Teacher and students will complete DLIQ’s. |  |

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| **Resources/Instructional Materials Needed:**   * Literature Book * Controlling idea sheet |