ELA Grade 6 Lesson Plans November 9-13, 2015

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| **Standards**RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.7RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. R16: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.SL1: 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.1. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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| **Learning Goals****Students should know:*** How to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* How to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
* How to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
* How an author develops and contrasts the points of view of different characters or narrators in a text.
* How to compare and contrast a fictional portrayal of a character.
* How to determine two or more central ideas in a text and analyze their development over the course of the text.
* How to analyze the interactions between individuals, events, and ideas in a text.
* How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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| **Monday Achieve 3000 ELAGSERI2**1st Copy Homework: Study Vocabulary/Spelling for tomorrow’s test. Read and summarize novel for 20 minutes |
| **Tuesday/Wednesday****5 minutes** 1st Copy Homework: Study Vocabulary/Spelling 2 for next week’s test. Read and summarize novel for 20 minutes **20 minutes** 2nd Opening: What is the worst situation you have ever been a part of in your life? CLEAR: Record 5 important Facts about the selection**20 minutes** 3rd Identify narrative perspective. Students will read “Sideways Stories from Wayside School” and “Invitation to the Game.” Students will identify the Narrative Perspective and Point of View. **3 minutes** Brain Break **12 minutes** 4th: Review: Comma Cornell Notes and Video from My Big Campus**15 minutes** 5th Take Vocabulary Test **25 minutes** 6th Read: Bad Robot to begin District Task: Take Copious note as you read. (Use compare/contrast graphic organizer.)**15 minutes** 7th Complete KIM Vocabulary Chart: Page 69 Vocabulary WORDS 2: 1. Sharecropper 2. Accompanied 3. Instinctively 4.drone 5. Savoring 6. Enroll 7. According 8. Cite 9. Introduction Paragraph 10. Body 11. Paragraph8th DLIQ |
| **Thursday/Friday****5 minutes** 1st Copy Homework: Read and summarize novel for 20 minutes. Study Vocabulary/Spelling 2 for next week’s test.**20 minutes** 2nd Opening: How have you matured in the last three months? CLEAR: Record 5 important Facts about the selection**20 minutes** 3rd: Homophones;**15 minutes** 4th Spelling Test **25 minutes** 4th Read: The Origins of the Internet begin District Task: Take Copies note as you read. (Use compare/contrast graphic organizer.)**20 minutes** 5th Complete: Compare/Contrast Graphic Organizer Similarities Section**10 minutes** 6th: Review: Introduction on to an Essay Bottom of Compare/Contrast Graphic Organizer: Students will begin information compare/contrast essay on Tuesday |