

## CMS Lesson Plan

Teacher: Hames/Kinsey/Porter

Lesson Date: 8/10/15-8/14/15

Subject: ELA

<p><b>GSE Assessment Limits/Standards:</b> ELAGSE6RL1: Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ELAGSE6RL3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. ELASEG6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
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**Lesson Objective/Learning Intention:** Students will identify literary elements in a fictional work of literature. Students will learn to write a constructed response based on evidence from the text.

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
		Note: A variety of formative assessments should be used at key points throughout the lesson.
10-35 min	<p><b>Get started/Drill/Do Now:</b>  <b>Monday:</b> Sentence corrections with the focus on subject/verb agreement.  <b>Tuesday/Thursday:</b> Sentence corrections with the focus on subject/verb agreement. C.L.E.A.R. (25 minutes)  <b>Wednesday/Friday:</b> Sentence corrections with the focus on subject/verb agreement. C.L.E.A.R. (25 minutes)</p>	
10 min	<p><b>Engage/Motivation:</b>  <b>Monday:</b> Students will answer a thought provoking question based on ageism; Should people be treated differently based on age? Students will the question with their elbow partners.  <b>Tuesday/Wednesday:</b> Students will work in groups to create a short story using subject pronouns. Students will circle each pronoun with a different color.  <b>Thursday/Friday:</b> Students will complete a pronoun activity from Pearson Common Core online workbook pg. 328</p>	
25 min	<p><b>Whole Group Instruction:</b>  <b>Monday:</b> Mini-lesson over subject pronouns via Cornell notes. Class will begin reading, "The Old Grandfather and His Little Grandson (Pearson p.5-7).  <b>Tuesday/Wednesday:</b> Teacher will model comprehension and recall strategies. Students will complete a dialectical journal (AVID).  <b>Thursday/Friday:</b> The class will learn, discuss, and complete a plot diagram chart.</p>	
15 min	<p><b>Group Practice/Small Group Instruction:</b>  <b>Monday:</b> Students will converse with a partner about inequality and ageism.  <b>Tuesday/Wednesday:</b> Students will work in small groups to complete a WICOR activity based on the selection.  <b>Thursday/Friday:</b> Students will work in collaborative groups to complete a plot diagram over the story "The Old Grandfather".</p>	
20 min	<p><b>Independent Practice</b>  <b>Monday:</b> None  <b>Tuesday/Wednesday:</b> Students will write a constructed response using the "Yes MA'AM" strategy.  <b>Thursday/Friday:</b> Students will analyze the ways in which we are "characterized" in life and compare them to the way the grandfather was characterized by the boy's parents in the story.</p>	
5 min	<p><b>Evaluate Understanding/Assessment:</b>  <b>Monday:</b> Teaching will actively monitor classroom to ensure participation and assess understanding.  <b>Tuesday/Wednesday:</b> Verbal review  <b>Thursday/Friday:</b> ABC Brainstorm</p>	
5 min	<p><b>Closing Activities/Summary/DLIQ:</b>  <b>Monday:</b> Students will summarize what they learned about subject pronouns and the beginning of the plot to the story.  <b>Tuesday/Wednesday:</b> DLIQ  <b>Thursday/Friday:</b> DLIQ</p>	
	<p><b>Enrichment/Extension/Re-teaching/Accommodations:</b>  <b>Monday:</b> N/A  <b>Tuesday/Wednesday:</b> N/A  <b>Thursday/Friday:</b> N/A</p>	

**Resources/Instructional Materials Needed:** Pearson Common Core Literature Textbook, Internet (Read, Write and Think), Glencoe Online textbook, Cornell Notes, Interactive Notebook, teacher made handouts/graphic organizers, chart paper, writing utensils

Notes:

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Text annotation</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Questioning the Author (QtA)</li> <li>-Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Think/Pair/Share</li> </ul>
Guided Practice/Small group	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Strategy groups</li> <li>-Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Literature Circles</li> <li>-Reading conferences</li> <li>-Text annotation</li> <li>-Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Questioning the Author (QtA)</li> <li>-Reciprocal teaching</li> <li>-Think aloud</li> </ul>
Independent Practice	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Strategy groups</li> <li>-Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Literature Circles</li> <li>-Reading conferences</li> <li>-Text annotation</li> <li>-Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Questioning the Author (QtA)</li> <li>-Reciprocal teaching</li> <li>-Think aloud</li> </ul>