

CMS Lesson Plan

Teacher: Hames/Kinsey/Porter

Lesson Date: 8/17/15-8/21/15

Subject: ELA

<p>GSE Assessment Limits/Standards: 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>	<p>Essential Question: How does comprehension of informational and/or literary texts contribute to lifelong learning?</p> <p>Enduring Understanding: Students will identify elements in a fictional work of literature.</p>
<p>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.</p>	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
Note: A variety of formative assessments should be used at key points throughout the lesson.		
10-35 min	<p>Get started/Drill/Do Now: Monday: Sentence corrections with the focus on subject/verb agreement. Tuesday/Wednesday: Sentence corrections with the focus on subject/verb agreement. C.L.E.A.R. (25 minutes) Thursday/Friday: Sentence corrections with the focus on subject/verb agreement. C.L.E.A.R.</p>	
10 min	<p>Engage/Motivation: Monday: Students will discuss the essential question in small groups. Tuesday/Wednesday: Students will review subject pronouns as a class. Thursday/Friday: Students will complete a pronoun activity from Pearson Common Core online workbook pg. 328</p>	
25 min	<p>Whole Group Instruction: Monday: Students will take Summer Reading tests based on the books they read over the summer. Students who did not read the required book, but were in the district will be allowed to complete Quick Write #1 on the choice board and they will earn a 70. Tuesday/Wednesday: Students will complete Cornell Notes on Object Pronouns. The class will read "The Tail." Teacher will model comprehension and recall strategies. Thursday/Friday: The class will learn, discuss, and complete a plot diagram chart.</p>	
15 min	<p>Group Practice/Small Group Instruction: Monday: N/A Tuesday/Wednesday: Students will review citing evidence. Thursday/Friday: Students will work in collaborative groups to complete a plot diagram over the story "The Tail."</p>	
20 min	<p>Independent Practice: Monday: N/A (Students will be testing) Tuesday/Wednesday: Students will create vocabulary stories. Thursday/Friday: 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>Evaluate Understanding/Assessment: Monday: N/A (Students will be testing) Tuesday/Wednesday: Verbal Review Thursday/Friday: ABC Brainstorm</p>	
5 min	<p>Closing Activities/Summary/DLIQ: Monday: DLIQ Tuesday/Wednesday: DLIQ Thursday/Friday: DLIQ</p>	
	<p>Enrichment/Extension/Re-teaching/Accommodations: Monday: N/A Tuesday/Wednesday: N/A Thursday/Friday: 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	-Anticipatory guides/sets -Close Reading -Text annotation	-Book/author talks -Questioning the Author (QtA) -Think aloud	-Cornell Notes -Question-Answer-Relationships (QAR) -Think/Pair/Share
Guided Practice/Small group	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups <u>-Think/Pair/Share</u>	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud
Independent Practice	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud