

## CMS Lesson Plan

Teacher: Hames/Kinsey/Porter

Lesson Date: 8/24/15-8/28/15

Subject: ELA

<p><b>GSE Assessment Limits/Standards:</b> <i><b>ELAGSE6RL1:</b></i> Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.  <i><b>ELAGSE6RL2:</b></i> 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. <i><b>ELAGSE6RL3:</b></i> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. <i><b>ELASEG6RI8:</b></i> 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>	Monday
<p><b>Lesson Objective/Learning Intention:</b> 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.		
5 min	<b>Get started/Drill/Do Now:</b> Sentence corrections with the focus on pronouns.	
10 min	<b>Engage/Motivation:</b> Students will make predictions based on an illustration about "The Tail" on page 30.	
25 min	<b>Whole Group Instruction:</b> Students will read the story "The Tail" on page 30.	
15 min	<b>Group Practice/Small Group Instruction:</b> Students will begin going over literary elements on a plot diagram.	
20 min	<b>Independent Practice:</b> Students will complete a plot diagram on "The Tail" on page 30.	
5 min	<b>Evaluate Understanding/Assessment:</b> Teacher will walk around to ensure student comprehension.	
5 min	<b>Closing Activities/Summary/DLIQ:</b> DLIQ	
	<b>Enrichment/Extension/Re-teaching/Accommodations:</b>	
<p><b>Resources/Instructional Materials Needed:</b> Pearson Common Core Literature Textbook, Internet (Brain Pop), Cornell Notes, Interactive Notebook, teacher made handouts/graphic organizers, chart paper, writing utensils.</p>		
<p><b>Notes:</b></p>		

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 -Think/Pair/Share	-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	-Book/author talks -Literature Circles -Reading conferences -Text annotation	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud

-Think/Pair/Share	-Writing Conferences
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**Tuesday/Wednesday**

**Lesson Objective/Learning Intention:** Powerful literature provides insight about the human condition and human experiences.

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
		Note: A variety of formative assessments should be used at key points throughout the lesson.
5 min	<b>Get started/Drill/Do Now:</b> Sentence corrections with the focus on pronouns.	
10 min	<b>Engage/Motivation:</b> Students will prepare for Achieve 3000 test.	
30min	<b>Whole Group Instruction:</b> Students will complete Achieve 3000 test. Brain Break: Fictional Charades	
15 min	<b>Group Practice/Small Group Instruction:</b> Students will view a Brain Pop video on pronouns.	
10 min	<b>Independent Practice:</b> Students will answer questions about pronouns at the end of the Brain Pop video.	
20 min	<b>Evaluate Understanding/Assessment:</b> Students will answer questions as a whole group discussion. Brain Break: Fictional Charades	
5 min	<b>Closing Activities/Summary/DLIQ:</b> DLIQ	
	<b>Enrichment/Extension/Re-teaching/Accommodations:</b> N/A	
<b>Resources/Instructional Materials Needed:</b> Computer, Projector, Internet (Brain Pop)		
<b>Notes:</b> Times include brain breaks.		

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	-Anticipatory guides/sets -Close Reading (QAR) -Text annotation	-Book/author talks -Questioning the Author (QtA)  -Think aloud	-Cornell Notes -Question-Answer-Relationships  -Think/Pair/Share
Guided Practice/Small group	-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
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

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<p><b>Lesson Objective/Learning Intention:</b> Powerful literature provides insight about the human condition and human experiences.</p>	

TIME	INSTRUCTIONAL SEQUENCE
5 min	<b>Get started/Drill/Do Now:</b> Sentence corrections with the focus on pronouns.
10 min	<b>Engage/Motivation:</b> Students will answer a thought provoking question based on conflict. Students will use prompt to begin writing an argumentative essay.
15 min	<b>Whole Group Instruction:</b> The class will wrap up lesson on literary elements on a plot diagram. <b>Brain Break:</b> Meet Me in the Middle
10 min	<b>Group Practice/Small Group Instruction:</b> Students will work in collaborative groups to complete a plot diagram over the story "The Tail."
30 min	<b>Independent Practice:</b> Students will cite evidence from the story "The Tail" and "The Old Grandfather and his Little Grandson." Students will use an outline to begin writing an argumentative essay based on the prompt given in the beginning of class.
20 min	<b>Evaluate Understanding/Assessment:</b> Students will peer edit rough drafts using a rubric. <b>Brain Break:</b> Meet Me in the Middle
5 min	<b>Closing Activities/Summary/DLIQ:</b> DLIQ
	<b>Enrichment/Extension/Re-teaching/Accommodations:</b>
	<p><b>Resources/Instructional Materials Needed:</b> Computer, Projector, Pearson Common Core Literature Book, Plot diagram handout, writing utensils, and other teacher made handouts/graphic organizers.</p> <p><b>Notes:</b> Times include brain breaks.</p>

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	-Anticipatory guides/sets -Close Reading (QAR) -Text annotation	-Book/author talks -Questioning the Author (QtA)  -Think aloud	-Cornell Notes - <b>Question-Answer-Relationships</b>  -Think/Pair/Share
Guided Practice/Small group	-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 - <b>Think aloud</b>

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
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