

6th Grade ELA Lesson Plans

Teacher: Kinsey, Porter, Hames

Lesson Date: 9/7/2015 – 9/11/2015

GSE Assessment Limits/Standards: *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*

RI1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

W1 – Write arguments to support claims with clear reasons and relevant evidence.

RI2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Lesson Objective/Learning Intention:

What will my students KNOW by the end of the lesson?

- a. Students will introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**
- b. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**
- c. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**
- d. Students will establish and maintain a formal style.**
- e. Students will provide a concluding statement or section that follows from and supports the argument presented.**

What will they DO to learn it?

- Students will compose an argumentative essay by the end of instruction through scaffolded and tiered activities. Students will produce one essay as a class for the purposes of guiding students through the essay development process.**

INSTRUCTIONAL SEQUENCE

FORMATIVE ASSESSMENT

MONDAY—No School

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 a text of their choice for 15 minutes and quickwrite on a topic of their choice for 5 minutes.													
5 min	Brain Break/Transition: <i>(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)</i> “Hand Swap”: <ol style="list-style-type: none"> Have students stand up at their desks. Students start by waving their right hand in front of them left to right. Their palm should be facing away from them, fingers pointing up. Have students stop that hand and have their left hand in front of them waving it up and down. Then have them practice moving both at the SAME TIME (right hand going left to right and left hand going up and down. Tell them not move their hands going diagonally). Have students switch to have their right hand up and down and their left hand left and right. Do this faster and switch often to make it more difficult. Lastly, to increase the difficulty, have your arms crossed while doing this. <p>The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1. Thank you!”</p>	The teacher will monitor listening, collaborative, and communication skills.												
10 min	Get started/Drill/Do Now: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i> Student will continue their guided Cornell notes from the previous class by revisiting the definitions of argument, claim, counterclaim, reasons, and evidence. Students will follow along as the “Argumentative Writing 101” PowerPoint plays.	Teachers will assess students’ effective collaborative discussions and ability to develop a topic with well-chosen relevant, and sufficient facts, concrete details, etc.												
20 min	Engage/Motivation: <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i> “Match It”: Students will work in groups to match the parts of an argument to the provided examples. Each group will receive a bag with strips of information. Students will have to collaborate to complete the task. The strips will read: <table border="1" data-bbox="289 1098 1198 1373" style="margin-left: 40px;"> <thead> <tr> <th>Set 1</th> <th>Set 2</th> </tr> </thead> <tbody> <tr> <td>Prompt</td> <td>Are students too dependent on computers?</td> </tr> <tr> <td>Claim</td> <td>Student need to increase their ability to properly conduct research without using online sources.</td> </tr> <tr> <td>Counterclaim</td> <td>Using online resources cuts the research time in half allowing students to focus on the writing of the essay.</td> </tr> <tr> <td>Reason</td> <td>Using primary sources allows students to avoid gathering information that is oftentimes unreliable or inaccurate.</td> </tr> <tr> <td>Evidence</td> <td>Many teachers have begun to require students to have a certain number of primary sources to increase students’ chances of researching credible information.</td> </tr> </tbody> </table> <ol style="list-style-type: none"> Go over the activity as a class. The teacher will remind students that the strips represent the parts of an argument, but a good essay needs a controlling idea. Ask students to recall what a controlling idea is. Students may use their Cornell Notes. Ask students to provide the Controlling Idea Equation: Purpose for writing x Subject of Writing x Writer’s Point of View = Essay’s Controlling Idea. Provide students with an example of a controlling idea for the argument on computer dependability, using the equation: To argue students’ dependability on computers X Student Computer Dependability X Students are too dependent on computers = Computers are useful tools; however, the increased dependability on computers has drastically decreased a student’s chances of researching reliable sources. Have students write the equation on the guided Cornell notes. 	Set 1	Set 2	Prompt	Are students too dependent on computers?	Claim	Student need to increase their ability to properly conduct research without using online sources.	Counterclaim	Using online resources cuts the research time in half allowing students to focus on the writing of the essay.	Reason	Using primary sources allows students to avoid gathering information that is oftentimes unreliable or inaccurate.	Evidence	Many teachers have begun to require students to have a certain number of primary sources to increase students’ chances of researching credible information.	Teachers will assess students’ understanding of through their reading comprehension and choices made when selecting bridges.
Set 1	Set 2													
Prompt	Are students too dependent on computers?													
Claim	Student need to increase their ability to properly conduct research without using online sources.													
Counterclaim	Using online resources cuts the research time in half allowing students to focus on the writing of the essay.													
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Evidence	Many teachers have begun to require students to have a certain number of primary sources to increase students’ chances of researching credible information.													
5 min	Brain Break/Transition: <i>(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)</i> “Snap-Wink” <ol style="list-style-type: none"> Allow students to stand. Tell students to wink their left eye and snap with their right hand. 	The teacher will assess students’ critical thinking and collaborative skills.												

3. Tell students to wink their right eye and snap with the left hand.
4. Now, tell students to switch back and forth as fast as they can.

Students will transition using "Follow Me: Snap-Wink." As student take their seats, have them follow your lead as you snap, wink, or both.

Whole Group Instruction: (*Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.*)

To reinforce skills and concepts, students will work in a new group (five groups total) to create examples for the four parts of an argument. Students will also solve the controlling idea equation for their examples. Students should be able to stand or sit wherever they please during this assignment. Students will make the following grid on a sheet of chart paper:

Terms	Your Examples
Prompt	Do violent video games cause behavior problems?
Claim	
Counterclaim	
Reason	
Evidence	
Controlling Idea Equation	

Terms	Your Examples
Prompt	Is homework harmful or helpful?
Claim	
Counterclaim	
Reason	
Evidence	
Controlling Idea Equation	

Terms	Your Examples
Prompt	Should college be tuition-free?
Claim	
Counterclaim	
Reason	
Evidence	
Controlling Idea Equation	

Terms	Your Examples
Prompt	Should middle school students be required to walk in a line when transitioning in the hallways?
Claim	
Counterclaim	
Reason	
Evidence	
Controlling Idea Equation	

Terms	Your Examples
Prompt	Should schools have dress codes?
Claim	
Counterclaim	
Reason	
Evidence	
Controlling Idea Equation	

The teacher will assess students' ability to connect the four parts of an argument to the provided prompt.

20 min

Brain Break/Transition: (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?*)

"Rock, Paper, Scissors: Team Edition":

1. Split the class into two team.
2. Have the team's line up in two lines on opposite sides of the room (back to front just like transitions). The first person in each line should be facing the opposing team.
3. Go over the traditional rules
 - Each facing pair (one person from each team) will play the game one pair at a time.
 - Each player will say, "Rock, paper, scissors" as they hit the fist in the palm of their hands.

5 min

	<ul style="list-style-type: none"> • They will then immediately say shoot, while simultaneously holding up either rock (a fist), paper (an open hand, palm facing floor), or scissors (the pointer and middle fingers pointing at opponent) • Determine the winner <ul style="list-style-type: none"> ○ Rock beats scissors ○ Paper beats rock ○ Scissors beat paper • The loser leaves his or her line and joins the end of the opponent's line with the winner (the winner goes to the back of his line too). • Play continues for about two minutes. • After two minutes, whoever has the most players in line wins! • If teams are uneven at the beginning, add one point to the smallest team to determine the winner. <p>Students will transition using "We are in our seats in 5, 4, 3, 2, 1."</p>	
25 min	<p>Small Group Instruction: (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)</p> <p>The teacher will explain to students that when writing an argumentative essay, it is important to brainstorm at least five claims and choose three for the essay. The reason you brainstorm more than you need is because writers, often times, realize that some of their claims aren't as strong as others. When we have weak claims, it is hard for us to write strong reasons and evidence.</p> <p>Students will rejoin their previous groups and compose four more claims for their prompt on a separate sheet of paper. Allow groups to work where they are most comfortable.</p> <p>After 15-20 minutes, transition students with an, "All eyes on me in 3; 3, 2, 1." The class will come together and one group will volunteer to share their prompt and their claims. The group members will move to their chart paper. A member from the group will share their prompt and their claims to the class. The teacher will write the claims down for the class to see.</p> <p>The group will take their seats and the class will evaluate the claims using the following guiding questions:</p> <ul style="list-style-type: none"> • Is the claim strong or weak? Why? • What reason can we provide for this claim? • What evidence can we provide for this claim? <p>The teacher will guide students and reinforce learning as students discuss the claims.</p> <p>Right before the last five minutes of class, quickly transition students into their DLIQ by saying, "Now I would like for you to demonstrate your understanding of today's activities by completing your DLIQ. I would like you to also ask me at least one well-developed question about anything you still are wondering that relates to today's activities. And remember, you must write in complete sentences!"</p>	<p>The teacher will assess students' critical thinking and collaborative skills.</p>
5 min	<p>DLIQ:</p> <p>Students will complete their DLIQ for today's lesson.</p>	
<p>Resources/Instructional Materials Needed: (What do I need in order to teach the lesson?)</p> <ul style="list-style-type: none"> • "Hand Swap" Brain Break Activity • "Argumentative Writing 101" PPT • Guided Cornell Notes • "Match It" strips for groups • "Snap-Wink" Brain Break Activity • Five Blank Chart Papers for Students Groups • "Rock, Paper, Scissors: Team Edition" Brain Break Activity 		

20 min	<p>C.L.E.A.R.</p> <p>Students will read a text of their choice for 15 minutes and quickwrite on a topic of their choice for 5 minutes.</p>	
5 min	<p>Brain Break/Transition: <i>(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)</i></p> <p>“Hand Swap”:</p> <ol style="list-style-type: none"> 1. Have students stand up at their desks. 2. Students start by waving their right hand in front of them left to right. Their palm should be facing away from them, fingers pointing up. 3. Have students stop that hand and have their left hand in front of them waving it up and down. 4. Then have them practice moving both at the SAME TIME (right hand going left to right and left hand going up and down. Tell them not move their hands going diagonally). 5. Have students switch to have their right hand up and down and their left hand left and right. Do this faster and switch often to make it more difficult. 6. Lastly, to increase the difficulty, have your arms crossed while doing this. <p>The teacher will transition students by saying, “We need to be in our seats and silent in 5, 4, 3, 2, 1. Thank you!”</p>	
10 min	<p>Get started/Drill/Do Now: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i></p> <p>Students will watch a short Brain Pop video on pronouns, afterwards students will take a ten question quiz on the video.</p>	<p>Teacher will assess students’ knowledge of pronouns up to this point.</p>
15 min	<p>Engage/Motivation: <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i></p> <p>The teacher will play the video to the song “The Show Goes On” by Lupe Fiasco. Students will listen and watch the video to the song. The teacher will then project on the board the first stanza of the song, students will get in small group to discuss what they think the Controlling Idea is from the first stanza.</p>	<p>The teacher will assess students’ critical thinking and collaborative skills.</p>
5 min	<p>Brain Break/Transition: <i>(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)</i></p> <p>“Pen/Pencil Flip”: Have students stand by their desks with a pencil or pen. Students have to hold one of their hands out (palm down). Have students place the pen/pencil on the back of their hand, making sure it is secure and can stay without being held. The teacher puts one minute on the clock and students have to flip the pen up and catch it as many times as they can. Be sure to tell students that flipping should not exceed five inches to ensure everyone is safe. Have students announce their totals.</p> <p>Transition students by saying, “Alright; we need to come back with a boom, boom, clap” and students will pound their fists on the desks twice and then clap.</p>	

25 min	<p>Whole Group Instruction: <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i></p> <p>The Teacher will guide students through the argumentative essay writing process with the help of a graphic organizer. Students will be given a prompt in class, Many people feel that conflict between people causes problems that may ruin lives or relationships. On the other hand, some feel that conflict brings positive change to peoples' lives. Teacher will take students through the brainstorming process in class. Students will develop an introductory paragraph using the graphic organizer. Students will provide two reasons (claims) to help support their controlling idea (thesis statement). Students will base their knowledge off the two comparative texts read in class, "The Old Grandfather and His little Grandson" and "The Tail."</p>	<p>The teacher will assess students' ability to construct a strong introductory paragraph including a powerful controlling idea (thesis statement).</p>
5 min	<p>Brain Break/Transition: <i>(How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)</i></p> <p>Human Knot: Divide students into groups of about eight students and have them stand in a circle. Have students each grab right hands with someone who is not directly next to them. Then do the same with left hands. The challenge is to untangle and become a circle without releasing hands.</p> <p>The teacher will transition students with "Solve It" by giving them simple math problems to solve as they transition back to their seats. For example: the teacher says, "2+2". Students will say 4. The teacher says, "plus 5". The students will say, "9". This will continue until students are seated and settled. The teacher can require student to subtract, multiply, add, and divide.</p>	
25 min	<p>Small Group Instruction: <i>(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)</i></p> <p>Teacher will give students their 4.5 assessment using the prompt below. Students will be asked to write a constructed response on one of the comparative texts read in class.</p> <p>Argument Do you think the experience of losing and finding Junior will help Tasha take better care of him in the future? Why or why not? State your claim in an argumentative essay. Use examples from the story to support your argument, and provide a convincing conclusion.</p>	<p>The teacher will assess students' understanding on how to write a constructive response. Teacher will also assess students' ability to provide solid evidence to support their claims.</p>
5 min	<p>Closing Activities/Summary/DLIQ: <i>(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)</i></p> <p>Students will complete their DLIQ for today's lesson.</p>	
<p>Resources/Instructional Materials Needed: <i>(What do I need in order to teach the lesson?)</i></p> <ul style="list-style-type: none"> • Brain Pop • Brain Pop Pronoun Quiz • Argumentative Essay Outline Graphic Organizer • YouTube • Constructed Response 4.5 Assessment 		

