

Middle School 6th Grade ELA Lesson Plan

<p>Learning Target:</p> <ul style="list-style-type: none"> Using the student-generated summaries of the two characters' main arguments and the Arachne character chart, students will compose a 6-7 sentence paragraph that addresses the character trait that motivates one of Arachne's actions. [Bloom- Create] <p>Sub-Objectives:</p> <ul style="list-style-type: none"> Students will summarize Arachne's and Minerva's stances in two to three sentences. [Bloom- Understand] Students will write about one of Arachne's behaviors or actions and describe which character trait motivates it. [Bloom- Create] <p>Posted Learning Targets:</p> <ul style="list-style-type: none"> I can summarize Arachne's and Minerva's stances in two to three sentences. I can write about one of Arachne's behaviors or actions and describe which character trait motivates it in a TO-SEEC paragraph. 	<p>Standards:</p> <ul style="list-style-type: none"> 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text. 6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.
<p style="text-align: center;">How will I know if the students have mastered the standard?</p>	
<p>Criteria for Mastery:</p> <ul style="list-style-type: none"> Does my response answer all parts of the question? Is my claim well developed? Is my paragraph logical and easy to understand? Is my evidence specific to the prompt? Is my evidence correctly cited? Do I properly elaborate my evidence by establishing the connection and/or analysis? Does my statement of significance effectively establish the connection between Arachne's motivations and her character? Is my paragraph free of major grammar, punctuation or spelling errors? 	<div> <div> <p>Key Vocabulary: Summarize, Stance, Inborn, Consequence, Tapestries, Mortals, Reckless, Decrepit</p> <p>Lesson Agenda:</p> <ol style="list-style-type: none"> Students are to complete a bellringer involving yesterday's focus - summarizing both Arachne's and Minerva's arguments in a TO-SEEC paragraph. On the bellringer for today, they will independently complete two questions, which will involve them needing to summarize in one sentence (each) the point Minerva makes and then the point Arachne makes. <ul style="list-style-type: none"> <i>The bellringer will be independent work for the first two questions of Tab 2. On question #3 under Tab 2, students will answer the questions in a discussion with one another.</i> Introduce lesson objectives and agenda (I Do) <ul style="list-style-type: none"> <i>I will introduce the lesson on the backboard.</i> <ol style="list-style-type: none"> Bellringer - Review: Summarizing Agenda Highlight text/Chart: Highlight Arachne's Actions & Identify a Character Trait for them Write: The Character Arachne Share: Writing Wrap-Up Exit Ticket Whole Group Instruction (We Do) <ol style="list-style-type: none"> Hook: Discuss the image provided by Amplify on the homepage of the lesson on the digital curriculum. Guided Practice (We Do) <ol style="list-style-type: none"> Highlight Text/Chart: Arachne's Actions - Students highlight text about Arachne's behavior and explain their choices in a chart format to focus their ideas prior to responding to the Writing Prompt. <ul style="list-style-type: none"> <i>Students will work together in their table groups to complete the highlights/chart.</i> Independent Practice (You Do) <ol style="list-style-type: none"> Write: The Character Arachne - Students write to describe the character trait that motivates one of Arachne's actions in a TO-SEEC paragraph. This paragraph will be assessed using the </div> <div> <p>Materials:</p> <ul style="list-style-type: none"> Core Student Materials for Amplify 6D-3-2 Modified Student Materials for Amplify 6D-3-2 Amplify 6D-3-2 Teacher Lesson Guide Pencils Highlighters STEAL Characterization Anchor Chart Amplify's Guidelines for Citing Poetry Anchor Chart Character Traits & Antonyms Anchor Chart 2 Sheets of Plain Anchor Chart Paper TO-SEEC Paragraph Writing Anchor Chart Sticky Notes Text Evidence Stems Anchor Chart Elaboration Stems Anchor Chart Teacher Chromebook Projector </div> </div>

	<p>12-point rubric titled "Amplify Paragraph Writing Rubric."</p> <ul style="list-style-type: none"> - <i>The support teacher will move her small group students to the white dry-erase small group table to complete this activity.</i> <p>6. Closure (We Do & You Do)</p> <ol style="list-style-type: none"> Share: Writing - <ul style="list-style-type: none"> - <i>Students share their writing and have the opportunity to respond to a peer's writing.</i> Wrap-Up - Respond to a poll question. <ul style="list-style-type: none"> - <i>For the poll part, students will write on a sticky note text evidence that supports their viewpoint. They will then move to stand beside the chart paper that supports their view. An in-class discussion will be had from there. Afterward, they will move back to their seats.</i> Exit Ticket - Students connect Arachne's behavior with her character traits. 	<ul style="list-style-type: none"> ● Amplify Paragraph Writing Rubric
How will I respond when students experience initial difficulty in learning?	How will I enrich and extend the learning of students who have mastered the learning?	
<ul style="list-style-type: none"> ● The teacher will actively monitor students and groups during work time by checking in with all groups and providing support as necessary. ● Students will receive support through sentence stems on various activities throughout the lesson. ● Students will have a portion of their chart pre-filled, but they will still be required to make their own interpretations on the other side of the chart. ● Students will receive a partial paragraph frame on the "write" activity. ● Ability grouping by iReady percentiles will be instituted to help struggling learners, while also challenging advanced learners. 	<ul style="list-style-type: none"> ● The teacher will modify student support based on their individual levels and prompt students with questions to extend their thinking and writing. ● Students who have already attained mastery will be given an alternate writing prompt, which will cause them to think more critically about the topic. ● Early finishers will have the opportunity to access the Myth World App through Amplify on their Chromebooks, which allows them to expand their knowledge of the various Greek gods and goddesses in an ELA gaming format. 	