PL– 3: Designs effective lesson plans, units and assessments

Date: Monday, May 12, 2014

Learning Goals:
ELA.6.9A Compare and contrast the stated or implied purposes (e.g., inform, influence, entertain, express) of different authors writing on the same topic.
ELA.6.10A Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.
ELA.6.10C Explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint.
ELA.6.13A Explain messages conveyed in various forms of media.

Objective(s):
I will read and understand persuasive texts. I will identify persuasive language, organizational patterns and author’s purpose.

Strategy:
- Questioning with Wait Time
- Collaborative learning activities
- Turn and Talks
- STAAR Stem Questions

Activities:
Warm Up: Students will view a Bullying Cartoon and will answer the following questions:
1. What message is it sending?
2. What appeals are present?
3. Who do you think is the target audience?
I do: The teacher will remind students about consideration of alternatives, which is called opposing viewpoints. Any good persuasive text will include this.
We do: In pairs, have students read the essay titled Make a Difference. (Literature Grade 6, p. 993).
Students will answer the following questions:
1. What is the author’s position or thesis?
2. What are her points or evidence?
3. How did the author’s inclusion of an anecdote in the revised essay make it more persuasive?
4. How does the author refute, or contradict, the opposing viewpoint in paragraph 3?
5. How is the essay organized?
You do: Students will read the Anti-Bullying Blog and will answer the following questions:
1. What is the blog about?
2. How does this blog relate to the editorial cartoon discussed earlier?
3. What position or claim does the author make?
4. What organizational pattern was used?
5. Was it convincing? Why or why not? Explain your reasoning.

Essential Questions
1. How do reading strategies such as predicting and questioning texts assist readers in monitoring their comprehension?
2. What is visualizing and how can it help a reader improve comprehension?
3. How does connecting to a text help a reader?

Formative Assessment (Result Indicator):
1. Exit Tickets
2. Smart Board
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**Date: Tuesday, May 13, 2014**

**Learning Goals:**
- **ELA.6.2B** Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
- **ELA.6.Fig19B** Ask literal, interpretive, evaluative, and universal questions of text.
- **ELA.6.Fig19D** Make inferences about text and use textual evidence to support understanding.

**Objective(s):**
Students will read and analyze the first three chapters of The Giver. Student will create inferences based on text clues.

**Strategy:**
- Questioning with Wait Time
- Collaborative learning activities
- Turn and Talks
- STAAR Stem Questions

**Activities:**
**Warm Up:** Students will create a list of their childhood memories. They will categorize the memories by emotions (example: traumatic, very sad, exciting, happy, etc)

**I do:** The teacher will lead a discussion about whether or not students would prefer to not remember some memories. The teacher will introduce “The Giver” and will define “utopia” (any real or imaginary society, place, state, etc, considered to be perfect or ideal). The teacher will define the word “euphemisms” (a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing).

**We do:** Students will complete a quick write (Write your thoughts about what a utopian society would be like. What are the rules or laws? What happens if someone breaks them?)

**You do:** Students will read the three chapters of “The Giver” and will complete a Euphemisms Handout.

**Homework: Quick Write:** Make predictions about how the story will continue. Based on what you have already read, what direction will the story take and why?

**Essential Questions**
1. How does knowledge of multiple points of view support readers’ abilities to infer theme?
2. How might changing the point of view of a piece affect a reader’s understanding of the theme?
3. Why is it important to support inferences with textual evidence?

**Formative Assessment (Result Indicator):**
1. Exit Tickets
2. Smart Board
Teacher: Ms. Boudreaux

Date: Wednesday, May 14, 2014

Learning Goals:
- ELA.6.2B Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
- ELA.6.Fig19B Ask literal, interpretive, evaluative, and universal questions of text.
- ELA.6.Fig19D Make inferences about text and use textual evidence to support understanding.

Objective(s):
Students will read and analyze the first three chapters of The Giver. Student will create inferences based on text clues.

Strategy:
- Questioning with Wait Time
- Collaborative learning activities
- Turn and Talks
- STAAR Stem Questions

Activities:
Warm Up: Padlet Response: Is it better for all people to be alike or for people to be different? Support your answer.
I do: The teacher will facilitate a group reading and discussion of chapters 4-6.
We do: In small groups, students will complete the Euphemisms #2 Handout.
You do: Individually, students will brainstorm a list of things they do every day. Students will classify each activity as:
  1. one that is totally their choice,
  2. one in which they have some choice,
  3. one in which they have no choice.

Chapter 3 Comprehension Questions:
1. Why were Gabe’s eyes of such interest to Jonas?
2. How did Lily react to the word “hippo”? Why did she react this way?
3. Why did Jonas risk the public humiliation of public chastisement for taking an apple from the recreation area?
   At the end of Chapter 5 discuss:
4. What effect did the pills have on Jonas and the other people who took them?
5. Why do you think all adults were required to take them?

Essential Questions
1. How does knowledge of multiple points of view support readers’ abilities to infer theme?
2. How might changing the point of view of a piece affect a reader’s understanding of the theme?
3. Why is it important to support inferences with textual evidence?
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Date: Thursday, May 15, 2014

Learning Goals:
ELA.6.2B Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
ELA.6.Fig19B Ask literal, interpretive, evaluative, and universal questions of text.
ELA.6.Fig19D Make inferences about text and use textual evidence to support understanding.

Objective(s):
Students will read and analyze the first three chapters of The Giver. Student will create inferences based on text clues.

Strategy:
- Questioning with Wait Time
- Collaborative learning activities
- Turn and Talks
- STAAR Stem Questions

Activities:
Warm Up: Why do you think Birthmothers, or biological mothers, held such a low status in the community? The community’s role of birthmother is similar to our society’s role of surrogate mothers. What kind of status does a surrogate mother have in our society?
I do: The teacher will give each students an index card with a job written on it. (elementary teacher, preschool teacher, middle school teacher, waiter, doctor, veterinarian, dentist, sanitary engineers, electrical engineers, pilot, flight attendant, nurse, policeman, detective, coroner, writer). Students will answer the following questions for their career:
What is your Job?
How do you feel about your assignment?
Do you think you would be suited to it? Why or why not?
What would be the worst thing about having this job?
What would be the best thing about having this job?
How do you feel about having your job chosen for you?
We do: Students will discuss their roles with their small groups.
You do: Exit Ticket: So far, what do you see as the positive aspects of the Community Jonas lives in? So far, what do you see as the negative aspects of the Community Jonas lives in?

Homework:
Understanding Special Meanings Handout

Essential Questions
1. How does knowledge of multiple points of view support readers’ abilities to infer theme?
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**Date:** Friday, May 16, 2014

**Learning Goals:**
- **ELA.6.2B** Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
- **ELA.6.Fig19B** Ask literal, interpretive, evaluative, and universal questions of text.
- **ELA.6.Fig19D** Make inferences about text and use textual evidence to support understanding.

**Objective(s):**
Students will read and analyze the first three chapters of The Giver. Student will create inferences based on text clues.

**Strategy:**
- Questioning with Wait Time
- Collaborative learning activities
- Turn and Talks
- STAAR Stem Questions

**Activities:**
**Warm Up:** In your own words, describe what happened with the apple in chapter three.
**I do:** The teacher will facilitate a class discussion and reading of chapters 7-9.
**We do:** In small groups, students will read chapters 10-12.
**You do:** Exit Ticket: What are your ideas for an ideal society?

**Essential Questions**
1. How does knowledge of multiple points of view support readers’ abilities to infer theme?