

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 10/09/17	Ending: 10/13/17	Grades: 6 th Grade
Standard(s):	ELAGSE6RL1, ELAGSE6RL2, ELAGSERL3, ELAGSE6RL4, ELAGSE6RL9, ELAGSE6RI1, ELAGSE6RI3, ELAGSE6RI4, ELAGSE6RI6, ELAGSE6RI7, ELAGSE6W2, ELAGSE6W3, ELAGSE6W4		
<i>I Can . . .</i>	<p>I can analyze and explore the theme of triumph over imperfection, shame, and/or loss.</p> <p>I can cite textual evidence</p> <p>I can determine the theme or central idea of a text</p> <p>I can provide an objective summary</p> <p>I can explain how a plot unfolds and how it impacts the characters</p> <p>I can compare and contrast text from different genres</p> <p>I can explain how a key idea is introduced, illustrated and elaborated</p> <p>I can determine or clarify the meaning of words or phrases</p> <p>I can determine the author's point of view</p> <p>I can integrate information from different sources</p> <p>I can produce informational writing</p> <p>I can produce narrative writing</p> <p>I can produce clear and coherent writing for appropriate audiences</p>		
This Week:	<p>Monday - Daily Grammar Practice (DGP)/Cheat Sheet for Grammar Writing: Students will complete pages 50-51.</p> <p>Tuesday - Daily Grammar Practice (DGP) /Cheat Sheet for Grammar Writing: Students will be planning and prewriting their informative essay to answer the question In what ways are hurricanes and tornadoes alike and different? (pages 52/53)</p> <p>Wednesday - Daily Grammar Practice (DGP) /Cheat Sheet for Grammar Writing: Continue with the planning of writing the essay</p> <p>Thursday - Daily Grammar Practice (DGP) /Cheat Sheet for Grammar Writing: Students will draft their essays using the checklist on page 55 of the Performance Assessment Book.</p>		

	Friday - Daily Grammar Practice (DGP) Writing: Students will use the Revision Checklist: Peer Review on page 56 of their Performance Assessment Book.		
DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	<ul style="list-style-type: none"> Review parts of speech 	x <input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
2	<ul style="list-style-type: none"> Think aloud strategies: use these strategies to help students with reading comprehension. Discover the "12 Power Words" Planning and Pre-Writing 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other -
3	<ul style="list-style-type: none"> Analyzing a student model of an informative essay. Drafting Edit and revising informative essay 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other - Jigsaw & Performance Task
4		<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal

			<input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other - Performance Task
Summarizing Activity:	<ul style="list-style-type: none"> • Question & Answer Session led by the Teacher • Small Group discussions • Constructed Response Questions • Double Entry Journaling 		
Resources	<ul style="list-style-type: none"> • Novel: "Maniac Magee" • http://homepage.usask.ca/~dul381/common/dejlevel40.html • https://www.youtube.com/playlist?list=PL9zjXhH6p3Z1EU4wtPFBsIXWbSltQnW1 		