

Lesson Plans for Keith Duncan, 042 - North Richland Middle School

Week of Monday, August 29, 2016

Monday, August 29, 2016
Day 6

Tuesday, August 30, 2016
Day 7

Wednesday, August 31, 2016
Day 8

Thursday, September 1, 2016
Day 9

Friday, September 2, 2016
Day 10

Monday, August 29, 2016

Day 6

Tuesday, August 30, 2016

Day 7

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Day 9

Friday, September 2, 2016

Day 10

English Language Arts and Reading,
Grade 6

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Grade 6

The student is expected to...
» write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.[16A]
» create multi-paragraph essays to convey information about a topic that present effective introductions and concluding paragraphs.[17Ai]
» Foundational Skills. Writing across the curriculum. Write clearly and coherently using standard writing conventions.[1]
» Oral and Written Conventions/Spelling. Students spell correctly.[21]

Procedures: Personal Narrative mentor text analysis.
Mini-lesson: Bell work Students will compose a quick write responding to a personal narrative prompt.

Essential Question: What are the vital components of a personal narrative? What makes the component effective?

Content Specific Vocabulary: Narrative, conventions , draft , compose

Work time: Each student will be given a copy of the same mentor text. Working in conjunction with Google slides student groups of four will identify and analyze a component of the mentor text. Learning partners will discuss the effectiveness of the component and why it was effective. pairs will turn to table mates to confer , compare and convince their findings. Tables will repeat the process to whole class affirmations.

Read/write/talk:
(R) Students will read a mentor text.
(W) Students will revise weak components of mentor text.
(L) Students will listen to the observations of peers to confirm or challenge their analysis of the mentor text.
(S) Students will speak to express justifications for their analysis of the mentor text.

Practice: Reviewing their own writing from the bell work today, students will revise that draft to make the discussed

The student is expected to...
» employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as using possessive case (apostrophe s) correctly.[5Eii]
» write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.[16A]

Procedures:
Mini-lesson: Apostrophes used in singular and plural nouns.
Bell work, students will copy sentences looking for grammatical errors with using apostrophes in singular and plural nouns.

Essential Question: What are the key elements of a personal narrative ? What should these elements do ?

Work time:identify, analyze the topic sentence of a passage.
Define what the topic sentence is. Define the duties of the topic sentence. List characteristics of a good topic sentence.
Read/write/talk:
(R) Students will read a mentor text and peer writing samples.
(W) Students will compose a personal narrative writing draft.
(S) Students will discuss the effectiveness of their own and peer writing drafts and conference about revisions to improve their drafts.
(L) Students will listen to the editing / revision suggestions recommended by peers or teacher.

Practice: Students will compose a draft and progress the draft along the writing process till publishing.

Gage understanding: Teacher will evaluate through observations of peer editing activities, and efforts to revise their own drafts.

Debrief: What did you read today that was really good ? What did you think made that composition good?

CA 1-1 Assessment 12
Procedures: Common Assessment 1-1, AP& On Level classes.

Notes/Reflections:

CA 1-1 Assessment 12
Procedures: Common Assessment 1-1, AP& On Level classes.
Day two focus on compositions, completion of Absent or Incomplete testing.

Procedures: Testing data review / goal setting AP & On Level
Data folder set up.

Label folder with :
name
Student ID
Teacher
Period

Include into folder:

Used answer documents with notes.
Goal sheet with goals and comments

Analysis of individual question - answer selections.

Reflections of individual , class, teacher and grade level testing results.

Monday, August 29, 2016

Day 6

components more effective.

Gage understanding: Each student should have competed , revised effective drafts of a personal narrative.

Debrief: Class survey, did you observe something a classmate wrote that was effective? share that composition with the class.

Accommodations/Modifications/Extensions:

AP classes will analyze a selected mentor text. they will review, rate and discuss components of a personal narrative. They will propose then compose revisions to the mentor text that will make it more effective.

Building the Background:

Reinforce to class the Writing Process stressing the importance of each stage.

Notes/Reflections:

Tuesday, August 30, 2016

Day 7

Accommodations/Modifications/Extensions:

AP students will identify the topic of a selection of a personal narrative and discuss what the topic is and list it's function and duties. Working in learning groups observing the mentor text from 8/29, students will identify the topic sentence , analyze its effectiveness then revise it as needed to become more effective.

Building the Background: Build the value of the writing process and the value of peer editing.

Notes/Reflections:

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