

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

Week of Monday, October 3, 2016

Monday, October 3, 2016
Day 30

Tuesday, October 4, 2016
Day 31

Wednesday, October 5, 2016
Day 32

Thursday, October 6, 2016
Day 33

Friday, October 7, 2016
Day 34

Monday, October 3, 2016 Day 30	Tuesday, October 4, 2016 Day 31	Wednesday, October 5, 2016 Day 32	Thursday, October 6, 2016 Day 33	Friday, October 7, 2016 Day 34
English Language Arts and Reading, Grade 6	English Language Arts and Reading, Grade 6	English Language Arts and Reading, Grade 6	English Language Arts and Reading, Grade 6	English Language Arts and Reading, Grade 6
<p>The student is expected to...</p> <p>» Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.[17]</p> <p>» write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.[17C]</p> <p>Procedures: Students will practice writing thesis statements using an Abydos strategy</p> <p>Warm-Up (Bell Work): Falcon Facilitator, discuss Language Objective and Essential Questions (R/W/S/L)</p> <p>Mini-lesson: Thesis statements PowerPoint: "popcorn" read (R/L/S)</p> <p>Activities:</p> <p>1. WTS activity Students will write a working thesis statement by choosing a topic and making a point/assertion about it. (W)</p> <p>2. Reworking the thesis statement: Student groups will view examples of poorly written thesis statements at their tables. Choosing one of the topic sentences, students will rewrite the topic sentence to make it better. We will then share as a whole class. (S/L/R/W)</p> <p>Formative Assessment: WTS activity, group-written thesis statements, student questions/response, teacher observation</p> <p>Debrief:</p> <p>Whole class: What makes a good topic sentence? (S/L)</p> <p>Accommodations/Modifications/Extensions:</p> <p>Peer/teacher assistance, ability grouping, preferential seating, class copies, material in larger font for visually impaired student, graphic organizer, sentence starters for</p>	<p>The student is expected to...</p> <p>» Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.[17]</p> <p>Procedures: Students will read a mentor text, "The Gift," identifying both the thesis statement and the topic sentences. We will go over the rubric for expository writing to analyze the text. We will create an anchor chart listing the reasons it is an excellent text.</p> <p>Warm-Up: Core Values writing prompt (W)</p> <p>Mini-lesson: Shmoop video: Thesis Statement vs. Topic Sentence (R/L)</p> <p>https://youtu.be/Nx2-PcBzZjo</p> <p>Work time: (S/L/R/W)</p> <p>1. In groups, students will read "The Gift."</p> <p>2. Students will then identify the thesis statement and the topic sentences, racing one another to find them.</p> <p>3. As a whole class, we will debrief, then use the thesis statements/topic sentences to organize "The Gift" into a graphic organizer.</p> <p>Formative Assessment: Identification of thesis/topic, student response/teacher observation</p> <p>Debrief: Turn and Talk: What are some problems writers face in developing a good thesis statement? (S/L)</p> <p>Accommodations/Modifications/Extensions:</p> <p>Include peer tutoring, ability grouping, preferential seating, CM available, copies of class notes, ESL and bilingual dictionaries available</p> <p>Notes/Reflections: Graphic organizer will</p>	<p>The student is expected to...</p> <p>» Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.[17]</p> <p>Procedures: Expository Writing/Jigsaw Activity: Students will analyze components of a well-written expository essay.</p> <p>Warm-Up (Bell Work): Quick Quiz: Combining sentences (R)</p> <p>Mini-lesson: Brief overview of Expository Rubric/students will glue into journals. (L)</p> <p>Activities: (R/S/L)</p> <p>1. Jigsaw Activity: Expository Rubric. We will divide the rubric into parts, and student groups will analyze the progression from a 1 to a 4 in an expository writing piece.</p> <p>2. As a whole class, we will again read and evaluate the mentor text "The Gift," which earned a 4 on the STAAR test.</p> <p>3. Student groups will complete a jigsaw activity to analyze the notes written in the margins of the mentor text, presenting what they learned to the rest of the class.</p> <p>4. We will create an Excellent Text anchor chart for "The Gift."</p> <p>Questions: What is an expository writing piece? Is it possible to include elements of narrative writing in an expository piece? If so, what are some examples of when this is possible? What are the things you must do in your expository writing to earn a top score?</p> <p>Formative Assessment: Jigsaw activity (student response/teacher observation)</p> <p>Debrief: Exit ticket: What is one thing you must do on an expository piece to earn a score of a 3 or a 4? (W)</p>	<p>The student is expected to...</p> <p>» edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. [5D]</p> <p>» revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.[14C]</p> <p>CA 1-3 (Day 1): Volunteer_Power</p> <p>Warm-Up: Quizizz review</p> <p>Accommodations/Modifications/Extensions:</p> <p>Include peer tutoring, ability grouping, preferential seating, CM available, copies of class notes, ESL and bilingual dictionaries available</p>	<p>The student is expected to...</p> <p>» edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired. [5D]</p> <p>» revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.[14C]</p> <p>CA 1-3 (Day 2): Volunteer_Power</p> <p>Warm-Up: Core Values Writing Prompt (carried over from yesterday)</p> <p>Accommodations/Modifications/Extensions:</p> <p>Include peer tutoring, ability grouping, preferential seating, CM available, copies of class notes, ESL and bilingual dictionaries available</p>

Monday, October 3, 2016

Day 30

LEP and SpEd students, etc.

Notes/Reflections: Need to tweak and request copies for editing checklist; ensure answer docs for CA 2-1 are in order and tests are printed.

I want students to look at thesis statements as the "thread" that ties their writing together. We will begin talking about coherence and seeing the thesis statement as the starting-off point.

Tuesday, October 4, 2016

Day 31

be used for the writing prompt after the test.

Also, we need to copy expository rubric for tomorrow

Wednesday, October 5, 2016

Day 32

Accommodations/Modifications/Extensions:

Peer/teacher assistance, ability grouping, preferential seating, class copies, material in larger font for visually impaired student

Classes will be differentiated for reading of the text: Group/"popcorn" reading/teacher reading

Notes/Reflections:

Thursday, October 6, 2016

Day 33

Friday, October 7, 2016

Day 34