

# Daily Lesson Plan

GPB TV

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6<sup>th</sup> ELA

## ELA Common Core Georgia Performance Standards

### ELACC6W2:

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting, graphics, and multimedia when useful to aid in comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to clarify the relationships among ideas and concepts.
- e.) Establish and maintain a formal style.
- f.) Provide a concluding statement or section that follows from the information or explanation presented.

## Essential Question

**How can I develop a brief constructed response using sequencing?**

**How can I develop a brief constructed response using evidence from the text?**

**How can I use the RACE method to ignite my writing?**

## Activator Materials: Cookie Sheet, Magnets, Sentence Strips, Balloons (5 colors), Baskets

Students will be placed in groups from quick (4 question) formative assessment using All in Learning Clickers from previous day. Teams will be divided by color. (Pink, yellow, green, blue, and orange) Team Constructed Response will be displayed on the board. Each team will have four balloons. Balloons will contain a sentence strip created from a brief constructed response writing prompt. Students will use what they know to sequence the sentence strips. Students will NOT have a passage to read; instead they will use the question to help them understand what order the strips will go in.

Restate

Answer

Cite

Edit and conclusion.

**See next page for instructions, and answer.**

**How does knowing about Herschel Walker's past help you understand his accomplishments?**

**Use evidence from the text to support your answer.**

**Answer:**

**Herschel Walker's past helps me understand his accomplishments because from a very young age he was self-driven and intrinsically motivated. According to the passage, Walker began his life as an overweight boy with a severe speech impediment. In addition, Walker's mother always told him to never use that as an excuse, and he decided to begin a strict regimen of pushups and sit-ups daily. In the same token, Herschel even chased a train to increase his speed while running. Finally, it is important to know that Herschel Walker went on to become one of football's greatest athletes, and never let his past get in the way of his accomplishments.**

**The team that wins will receive a point on the Monster Football Challenge.**

**Teaching Strategies/Lesson:**

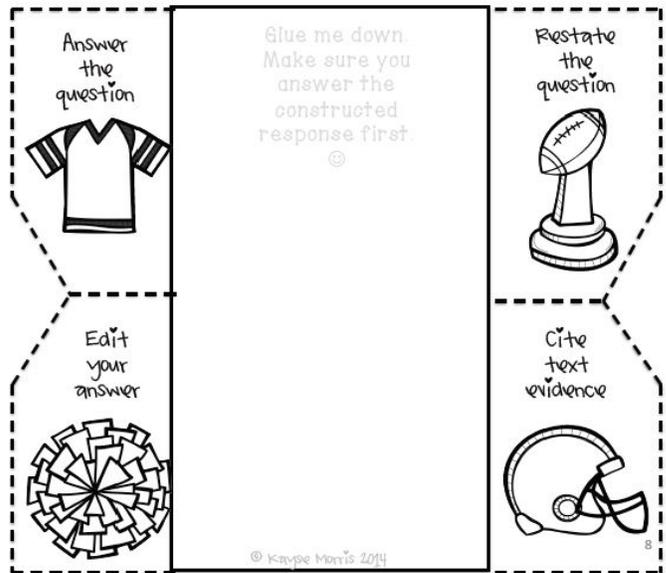
The purpose of this lesson is for students to understand what is being asked of them in regards to a constructed response question. Students will understand how to restate the question, answer the question, cite text evidence, and edit their answers. (PLUS a concluding sentence.)

Teacher will point at anchor chart displaying the RACE method, and will also have the football players on the active board. Next students will grab their interactive notebooks, and get ready to begin our foldable on the RACE method. Students have previously read a NEWSELA article that was broken down into four lexile domains. Each article contains the same information, just on a different reading level. Students will be given their writing prompt written on a football. Students and teacher will complete foldable step by step.

**Writing Prompt:**

**Write a short paragraph that explains the central idea of the article. Use at least two details from the article that support your answer.**

**Team Constructed Response**  
Use the graphic organizer to complete the constructed response question.



**Summarizer:**

We are going for the 4 point conversion. Take your foldable and put all of your information together on the square writing slip. Make sure you are viewing the 4 point conversion anchor chart to double check your response. When you finish writing your response, underline your MVP sentence. Which sentence do you think should be a contender in the Heisman Awards? This sentence should have beautiful transitions from your paint pallet.

**Video Guide**

Context: Lesson	Film/Video/Interview Highlights
Activator : Team Constructed Response  Balloon Race	Students will race to sequence a brief constructed response using prior knowledge of the RACE method.  During the game students are engaging in a fun and exciting race. This type of instructional planning is vital when opening the lesson. Students need to be activated! As an adult, I still love activators because they vamp up my teaching! What a wonderful way to make learning purposeful and exciting. (TKES 3)

<p>Students and teacher will go over the correct way to sequence sentence strips.</p>	<p>Students will analyze and evaluate sentence strips to determine their order.</p> <p>After the game students used higher order thinking skills to evaluate and analyze sentence strips. It's important to be clear and concise with your instruction so students will have an enhanced learning experience. (TKES 3)</p>
<p>Model and Instruction</p>	<p>Teacher will instruct how to prepare a Brief Constructed Response.</p> <p>Once I begin to teach the RACE method to the students, we also discuss why it is important to have structure and purpose when writing. Transition words really help develop writers. We really like to focus on making our words paint a picture. Often, we close our eyes and I read stories, then I ask what picture they saw in their mind. My students understand our routine in regard to foldables and their interactive notebooks. We really work hard on interactive notebook and constantly say, "HARD WORK PAYS OFF!" Students often have varied foldables depending on their understanding of the content. This differentiation strategy enhances their learning. I always have five groups during class. These groups are predetermined using a formative assessment from Monday. Students are given four questions about the standard we will be learning, and then placed in groups. (TKES 4) (TKES 5) (TKES 6)</p>
<p>Foldable Construction and Close Reading Overview</p>	<p>Students will begin to work with their groups on the perfect constructed response. Students will have previously read a story about a football player that has retired early because of the fear or brain injuries.</p> <p>Leader groups were differentiated by assessment uses. Reading passages are based on four lexile domains depending on how students performed on yesterday's formative assessment. (TKES 5) (TKES 6)</p>
<p>Positive Learning Environment</p>	<p>Positive learning environment is the heartbeat of the classroom.</p> <p>It's so important to maintain a loving and respectful classroom. Students need to trust me, and in return, they will outperform their wildest expectations. I love to create a sense of trust and allow my students to know I am on their side. It's so important to be a role model while constantly shaping amazing students. Communication is key in any relationship, so it should take precedence in our classroom as well. (TKES 7) (TKES 10)</p>

Summarizing	<p>Students will go over their BCR with their group. Next, they will prepare to use a rubric to grade their groups.</p> <p>Several anchor charts are hanging in the classroom to assist with transition words, football themed writing methods, RACE methods, and various other standards.</p>
Peer Rubric Grading	<p>Students will grade their peers and prepare for a field goal.</p> <p>Excitement fills the classroom as students really try their best to prepare the best BCR on their life! I'm not kidding! They would do anything to kick a football in the field goal during class. Each student that receives a four on their BCR will get to kick their football through the field goal. This is another way to add positivity and team work to your class!</p> <p>Establishing relationships with your students can make them want to succeed!</p>