**Framework for Instruction Lesson Plan** Name: Wilson/Harold Sims

Plan for the concept, topic, or skill – Not for the class period Topic: 6th grade ELA

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| **SKILLS THINK READ WRITE LISTEN SPEAK** | |
| **Standards: R.L 6.2, 6.3, W.6.3** | |
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| **Students will know:**    ***How can writing/journaling help us to express our view point from the text or topic of conversation?***  **How to apply the FATP writing process to our writing.**  **How to establish a personal narrative?**  **How to use vocabulary to bank on my use of words?** | **Students will do: Students will choose a topic and develop their writing narrative pieces.** |
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| **Lesson Essential Question:**  **How to develop a narrative for writing?**  **How to use the FATP method of writing?**  **How to use vocabulary.com in the classroom?** | |
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| **Activating** | |
| Activating Strategy | Key vocabulary and vocabulary strategy |
| **Warm-up (Everyday Edit)**  **Writing Journal**  ***Use it, Don’t Lose It*** | **Key vocabulary from text and using pneumonic devices to study for assessment.**  **Define and familiarize vocabulary words used from the text.**  **Vocabulary will be used from the text /and vocabulary.com** |
| **Organizing** | |
| Organizing Strategy | Graphic Organizer |
| **Graphic Organizer on parts of story**    **Teacher will help students develop clusters for brainstorming using the FATP writing method.**      **Who, What, Where, Why, When, and How?** | **FATP Writing process** |
| **Comprehending** | |
| Learning Activity 1 | Formative Assessment LA 1 |
| **How important is writing in expressing myself?**  **Students will workshop their Introductions for writing.** | Ticket out the door  Reader Response |
| Learning Activity 2 | Formative Assessment LA 2 |
| **Students will be developing their personal narratives for a writing workshop.** | **Ticket out the door**  **Reader Response** |
| Learning Activity 3 | Formative Assessment LA 3 |
| **Students will use vocabulary.com in help bank words and enhance written expression.** | **Ticket out the door**  **Reader Response** |
| **Applying** | |
| **Students will apply themselves by studying their vocabulary each night, creating flash cards, and participating in review for Friday’s formative assessment.**    **Teacher will guide students in completing the graphic organizer using the Close Reading strategy.** | |
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| **Skills** THINK READ WRITE LISTEN SPEAK | |
| **Summarizing Strategy** | **Assessment (Formative/Summative)** |
| **Students will learn 10 words of vocabulary each week. From reading the story and learning concepts. Terms will be Tier II and Tier III words along with concepts of the 6th grade curriculum.** | **Students will be assessed from what they have learned throughout the week from Tickets out the Door, and Conflict Interest Activity (Formative).**  **Common Assessment given on Wednesday on the 6 types of conflict.** |

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| Do Now | M | T | W | TH | F |
| Primary Lesson Plan | FATP Writing Process | FATP Writing Process | Read  *Tuck Everlasting* | Everyday Edit *Tuck Everlasting* | Everyday Edit  *Tuck Everlasting* |
| IB Learner Profile | Principled on how the characters desired what they wanted in text? | How do we as individuals resolve conflict as being principled? | How is the novel’s setting contribute to the author’s purpose? | How principled are the characters in the novel and why?  How can you be more principled as students? | Reflective: How can we reflect on conflicts in our lives in relaton to the characters in the story “Just Once”? |
| Formative Assessment | Reading for Success  Ticket Out the Door | Ticket Out the Door | Reading for Success  Students will take their assesment on the 6 types of conflict | Ticket Out the Door  Reading for Success | Ticket Out the Door  Reading for Success |

Intervention: Student will work on tasks assigned for Reading Plus,Reading for Success and/or other comprehensive skills for reading. 3-4 days a week. Students will alternate in days off from Reading Plus and complete Reading for Success/Comprehension Strategies.