






# School Planning Tool

Standard(s) Addressed: RI.6.1, RI.6.10, Language 1, Writing 1, Visual Art 6.1



Stage – Textual Analysis	
What are the complex ideas in the text that need close reading?	
Text Feature:	Examples from the text:
<input type="checkbox"/> Language <ul style="list-style-type: none"> <li><input type="checkbox"/> Word Choice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Other:</li> </ul>	
<input type="checkbox"/> Craft and Structure <ul style="list-style-type: none"> <li><input type="checkbox"/> Who is telling the story or writing the article?</li> <li><input type="checkbox"/> How are they telling the story?</li> <li><input type="checkbox"/> Text Structure: Foreshadowing and Flashback</li> <li><input type="checkbox"/> <b>Other: Tone</b></li> </ul>	P – 199 “She was plain Anne—that is, only her name was plain, for she turned out to be the pale, blond “American beauty...” in the family.”
<input type="checkbox"/> Meaning <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple levels of meaning</li> <li><input type="checkbox"/> Implicit / ambiguous theme</li> <li><input type="checkbox"/> Other: Drawing Conclusions</li> </ul>	
<input type="checkbox"/> Knowledge Demands: <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical context</li> <li><input type="checkbox"/> Allusions to other texts / cultures</li> <li><input type="checkbox"/> Multiple themes</li> <li><input type="checkbox"/> Other:</li> </ul>	

Subject					
<b>Overarching Standard</b>	<b>Language 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>RI 6.1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RI 6.10</b> – By the end of the year, read and comprehend	<b>RI 6.1</b> – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>RI 6.10</b> – By the end of the	<b>Writing 1</b> Write arguments to support claims with clear reasons and relevant evidence.	<b>Visual Art 6.1</b> Create a work of art using ideas, issues, and/or themes present in visual art and another academic discipline.

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		literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
<b>Daily Lesson Objective</b>	Students will learn about action verbs and linking verbs as they complete page 204 in their textbooks and page 75 in their workbooks.	Students will review for their assessment on Names/Nombres by Julia Alvarez.	Students will take the first part of their assessment (multiple choice) Names/Nombres by Julia Alvarez.	Students will complete the second part of their assessment (argumentative essay response).	Students will complete a nickname/name art poster.
<b>Essential Question</b>	What is important to know?	What is important to know?	What is important to know?	What is important to know?	What is important to know?
<b>Artful Thinking Routine and Artwork</b>	<p>Yoryi Morel See, think, wonder</p> 	<p>Fiesta en el campo Yoryi Morel</p> <p>Beginning, middle or end</p> 	<p>Headline Painting by Yoryi Morel</p> 	<p>Connect, extend, challenge</p> <p>Video Clip - In the Time of the Butterflies</p> <p><a href="https://www.youtube.com/watch?v=U_gojRhqmmw">https://www.youtube.com/watch?v=U_gojRhqmmw</a></p>	<p>What do you think is meant by the sacrifice of the butterflies?</p> <p>Video Julia Alvarez</p> <p><a href="https://www.youtube.com/watch?v=wbq0_yyKp-8">https://www.youtube.com/watch?v=wbq0_yyKp-8</a></p>
<b>Modeling</b>	<p>Turn to page 204 in your textbook. Let's start reading up at the top of the page.</p> <p>Let's read the directions for practice A.</p> <p>Let's read #1.</p> <p>In sentence #1, "was" is a linking verb.</p>	<p>There is no modeling.</p> <p>Students will be answering a series of questions to prepare for the assessment.</p> <p>These questions have been created with the end assessment in mind.</p>	<p>Today you will be taking your assessment.</p> <p>Remember to find your answer in the text.</p> <p>Use process of elimination and cross out the wrong answers until you choose the correct answer choice.</p> <p>Be sure to check your answers.</p>	<p>Today, you will write an argumentative response.</p> <p>You will use the graphic organizers and examples to write your response.</p> <p>Let's go over the model essay to refresh our memories on how to write the response.</p> <p>Are there any questions?</p>	<p>Today you will be creating a name art poster.</p> <p>Here are some examples:</p>  

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<b>Guided Practice</b>	<p>What is the answer for #2? Is the verb a linking verb or an action verb?</p>	<p>Now let's go over the questions for the assessment.</p> <p>Each table is made up of a team.</p> <p>You will pass the marker to one representative in your group who will write their answer on the board.</p> <p>I will let you know if you can ask group members for help or whether you have to figure out the answer on your own.</p>	<p>There is no guided practice. Students will take their assessment.</p>	<p>There is no guided practice. Students will use graphic organizers to write their essay responses.</p>	<p>Let's go over the rubric for the name art poster.</p> <p>Can someone give me an example of how they want to decorate their name art poster?</p>
<b>CFSU of Guided Practice</b>	<p>Does anyone have any questions about the exercise we just completed?</p>	<p>Does anyone have any questions about the exercise we just completed?</p>	<p>Does anyone have any questions about the exercise we just completed?</p>	<p>Does anyone have any questions about the exercise we just completed?</p>	<p>Does anyone have any questions about completing the name art poster?</p>
<b>Independent Practice</b> (Homework or Classwork)	<p>Students will complete page 75 in their workbooks.</p>	<p>Students will work in groups to complete the review for their assessment.</p>	<p>Students will complete their multiple-choice assessment.</p>	<p>Students will write their argumentative response.</p>	<p>Students will complete their name art poster.</p>
<b>CFSU of Independent Practice</b>	<p>I will check the independent practice.</p>	<p>We will go over all the answers as a class.</p>	<p>I will check the independent practice.</p>	<p>I will check the independent practice.</p>	<p>I will check the independent practice.</p>
<b>Proposed Re-teaching/Modification</b> s	<p>Students can write a sentence on the board that contains each type of verb and a classmate can guess which type of verb is included in each.</p>	<p>Students can take a quiz on each page to make sure they understand all the details of the story.</p>	<p>We can go over the answers to the assessment.</p>	<p>Students can ask questions they have about writing an argumentative response.</p>	<p>We can talk about Julia Alvarez's nicknames and which one she should be known by and why.</p>

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<b>Enrichment Activities</b>	Game: Off the dome – 30 seconds Students can come up with a sentence using each type of verb.	Students can come up with their own review questions.	Students can talk about the most difficult question they answered and how they figured out what the answer was.	Students can share their argumentative responses.	Students can share their nicknames, which one they'd rather be known by and why.
<b>Exit Ticket</b>	<p>1. Create an original sentence that uses a linking verb.</p> <p>2. Create an original sentence that uses an action verb.</p> <p>4 points – 1 for each original sentence and 1 point for using the verbs correctly.</p>	<p>Write two things you wonder about the story "Nombres/Names"</p> <p>2 points – 1 point for each wonder statement</p>	No exit ticket	No exit ticket	No exit ticket
<b>Formative Assessment Date</b>					
<b>Closure/Student Reflection</b>	Are there any questions about today's lesson? Did you understand everything? Are there any comments? Any concerns?	Are there any questions about today's lesson? Did you understand everything? Are there any comments? Any concerns?	Are there any questions about today's lesson? Did you understand everything? Are there any comments? Any concerns?	Are there any questions about today's lesson? Did you understand everything? Are there any comments? Any concerns?	Are there any questions about today's lesson? Did you understand everything? Are there any comments? Any concerns?