

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name: Linda Davis	Name of Unit: The Gre	Day 1	Grade Level 6
Objective	Procedures	Materials	Evaluation
<p>R.L. Cite textual evidence to support analysis of what the text says explicitly as well as an inferences drawn from the text.</p> <p>W. 61 Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience</p>	<p>Whole Group Teacher will</p> <ul style="list-style-type: none"> • Read text • Lead discussion • Display 5 questions • Discuss answers <p>Students will</p> <ul style="list-style-type: none"> • Read text 1st Inning • Discuss text answer 5 questions about text cite evidence from passage to support text. <p>Small Group</p> <ul style="list-style-type: none"> • Use partner reading to read 2nd Inning • Complete 7 who, what, when, where and why questions justify answers using evidence from text <p>Independent work Below level read Meet Mo'ne Davis and answer questions about text. write 7 + sentences paragraph on the topic "Baseball's First" discuss information from We are the ship and Meet Mo'ne</p> <p>On Level Read Roberto Clemente by J. Winter Answer 5 questions about text and justify answers with quote from text. Above Read Jackie Robinson: My Own Story Read page 1-30 answer 5 questions about text and justify answers with quote from text. Write 2 paragraphs comparing the book 42 with We are the Ship</p> <p>Reteach Discuss different genres of text Discuss comparing and contrasting</p>	<p>We are the Ship by Kadir Nelson</p> <p>Meet Mo'ne: Remember My Name My Story from First Pitch to Game Changer by Mo'ne Davis</p> <p>Roberto Clemente by Jonah Winter</p> <p>42, Jackie Robinson: My Own Story Jackie Robinson and Wendell Smith</p>	<p>We are the Ship</p> <p>Inference questions Oral and Written Responses Teacher observation</p>

For each lesson plan, do the following:

- 1). Identify the domain
- 2). Align with the standards
- 3). State the benchmark
- 4). Address diversity
- 5). Infuse technology

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Name: Linda Davis	Name of Unit	Day 2	Grade Level 6
Objective	Procedures	Materials	Evaluation
<p>R L 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as an inferences drawn from the text.</p> <p>Use figurative language</p> <p>W. 6.1 Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience</p>	<p>Whole Group</p> <ul style="list-style-type: none"> Listen and follow along with 3rd Inning of <i>We are the Ship</i>. Create a 4 door foldable defining idioms, metaphors, similes and hyperboles. <p>Guide Practice</p> <p>Use Close reading strategy</p> <ul style="list-style-type: none"> Partner read 4th Inning of <i>We are the Ship</i> Below Level: Locate 10 similes cite textual evidence to support analysis of what the text says. On Level Answer short answer questions explaining meaning of idioms Above level: Create 10 idioms that the author could have used in 4th Inning Cite textual evidence. <p>Reteach</p> <ul style="list-style-type: none"> Close Reading Strategy <p>Enrichment</p> <ul style="list-style-type: none"> Create a small college of baseball idioms 	<p><i>We are the Ship</i> by Kadir Nelson 4 door foldable</p>	<p>Answers and textual evidence Teacher observation</p>

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Name: Linda Davis	Name of Unit The Greatest Game Ever Played	Day 3	Grade Level
Objective	Procedures	Materials	Evaluation
<p>R.L.6.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meaning analyze the impact of a specific word choice on meaning and tone</p> <p>W6.2 Address the prompt and develop mode specific writing.</p>	<p>Whole group</p> <ul style="list-style-type: none"> Listen to 5th Inning Identify and discuss figurative language in text. Define and identify words and phrases with connotative meaning. <p>Small Group</p> <p>Teacher will</p> <ul style="list-style-type: none"> Monitor Work with Tier 2-3 groups <p>Students will</p> <ul style="list-style-type: none"> Heterogenous Groups: Use Echo reading to read beginning 	<p><i>We are the Ship</i> Recording of 5th Inning ELA notebook Pencil</p>	<p>Figurative language activities</p>

	<p>section of 6th Inning.</p> <ul style="list-style-type: none"> • Below Level: Identify figurative language as simile, metaphor, hyperbole, and idiom. • On Level: List and label figurative language found in 5th and 6th Inning • Above Level: List label and explain the figurative language found in 5th and 6th Inning. <p>Reteach</p> <ul style="list-style-type: none"> • Review meaning and examples of hyperbole, idioms, similes and metaphors <p>Enrichment</p> <ul style="list-style-type: none"> • Create a list of hyperboles, idioms, similes and metaphors that are associated with baseball 		
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Name: Linda Davis	Name of Unit	Day 4	Grade Level
Objective	Procedures	Materials	Evaluation
<p>R.L.6.4 Determine the meaning of words and phrases as they are used in a text including figurative meaning analyze the impact of a specific word choice on meaning and tone.</p> <p>R.L.6.9 Compare and contrast texts different forms or genres</p>	<p>Whole Group</p> <ul style="list-style-type: none"> • Listen to 7th Inning • Review figurative language meaning • Discuss different types of poems (Acrostic, Limerick and Ode) <p>Small Group</p> <ul style="list-style-type: none"> • Heterogeneous Partner read 8th Inning • Figurative language Scavenger hunt. • Create an Acrostic poem, Limerick and Ode <p>Independent Practice</p> <ul style="list-style-type: none"> • Read 8th Inning • Write one of 3 poems discussed. 	<p><i>We are the Ship</i> Recorded reading of 7th Inning</p> <p>Examples of Acrostic, Limerick, and Ode</p>	<p>Poem Oral and Written responses Teacher observation</p>

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Name Linda Davis	Name of Unit The Greatest of	Day 5	Grade Level
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<p>L.6.9 Compare and contrast texts in different forms of genres.</p>	<p>Whole group discuss text <i>We are the Ship</i>. discuss 3 poems by Harmony</p> <p>Small group Choose 1 poem by from the book come again Compare/contrast using of poem and <i>We are the ship</i> Use T chart Present poem and comparison/contrast to class.</p> <p>Independent Below Level write an Acrostic poem about baseball. On Level write an Acrostic poem about a specific player from the Negro League Above write an Ode to the Negro League</p>	<p><i>We are the Ship</i> by K. Nelson <i>Come Again</i> by Harmony Holiday</p>	<p>Double bubble map Group Presentation Poem</p>

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