

Lesson Plan: Maggie Wunderlich

Date: Wednesday, January 18, 2012 Grade 6 Subject: English

Unit/Theme: Weedflower, Perseverance/Courage

Standards (taken from Common Core Reading & Writing Standards):

1. Key Ideas & Details #1, #6
2. Text Types & Purposes #1
3. Production & Distribution of Writing #4, #5

Content Objective(s):

1. Students will identify and articulate two characters' opposing points of view about the Japanese internment.
2. Students will choose one character's point of view and create three arguments for a persuasive essay.
3. Students will work in partners and draft supporting facts, details, or examples to support their reasons to prepare for a persuasive essay.

Language Objective(s) (taken from Common Core Speaking & Listening Standards):

1. Comprehension & Collaboration #1, #3
2. Presentation of Knowledge & Ideas #4, #6

| Key Vocabulary/ Definitions  | Resources/Supplementary Materials   |
|--|---|
| plot<br>character<br>conflict<br>setting<br>persuasion (goal/thesis, fact/example, conclusion) | <u>Weedflower</u><br>Homework: Active Reading wksht<br>Persuasive Essay graphic organizer<br>White boards and markers<br>Projector and computer |

#### Lesson Sequence

Review:

1. 5 min: Teacher transitions to Weedflower with students. Teacher reviews story with students using elements of literature. Students are grouped homogenously according to difficulty level of literature element. Three students will give information about setting. Three students will give information about characters. Four students will give information about plot. Four students will give information about conflict. Students have 3 minutes to come up with one piece of information each within their given category.
2. 2 min: Group share.

Links to Past Learning:

1. Students answer the literature element review questions (above) based on past experience and understanding of the novel.
2. Students often express their opinion during class and have experience choosing a point of view and being asked to support it with specific examples.
3. Students have studied four different types of writing (expository, narrative, persuasive, descriptive) and understand the function of persuasion.
4. Students have written an expository essay and understand/have experience with choosing examples to support a thesis statement.

Skill Objective/Activity(ies):

1. 5 min: Students turn in homework; oral review.
2. Teacher says: What is the new conflict in the novel? What is Auntie's point of view? What is Ichiro's? Teacher records student responses on white board. Teacher says: Why do you think they have different points of view about the purpose of the internment camp? Who do you agree with?
3. 2 min: Teacher asks all students who agree with Auntie to walk to left side of the room. Teacher asks all students who agree with Ichiro to walk to the right side of the room. *If any students agree with both points of view, they may remain in the center of the classroom.*
4. 8 min: Teacher gives each group five white boards and five markers. Teacher says: Each group must come up with five reasons TO SUPPORT your character's opinion.
5. 5 min: Groups present their reasons. Teacher records student responses on white board. Teacher asks: What type of writing requires you to state your opinion and support your opinion with reasons?
6. 5 min: Teacher explains that students will be writing a Persuasive Essay defending Auntie's or Ichiro's perspective about the internment camp. Teacher hands out differentiated Persuasion Map. Lower-level students receive cues/prompts on maps; more advanced students do not. Individually, students choose three reasons that they believe they can support the best. Students record their goal and three reasons in appropriate boxes.
7. 5 min: Teacher asks: Now that you have your three reasons to support your point of view, what do we need to support the reasons? Teacher explains that students will work with partners to find three facts/examples to support each reason. Teacher projects graphic organizer on white board and leads students through guided example.
8. 15 min: Teacher puts students into heterogenous partners to create three facts/examples to support each of their reasons. Teacher circulates to give small group instruction and feedback to each differentiated group.
9. Closure: Teacher explains that students will use their Goal to create a thesis statement and Reasons to create three body paragraphs in the next few days.