**Name: Kesha Prince Grade Level: 6TH GRADE**

**LESSON 2**

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| **1.** **Content Objective(s)/State Standards:*** Students will be able to compare how two authors write about the same topic by using different facts of by interpreting those facts differently: they will use different texts to compare the different topics.
* Students will be able to explain how elements of a story work together like character traits.
* Students will be able to identify a theme in a text, how it is developed, and how to summarize the information learned.

**Behavior:**This lesson will take students a little more concentration on their management. They will be working in groups, which usually causes them to act a little out of hand. However, every student will be participating in the lesson  |
| **2.** **Instructional Focus:** Students will be looking at different types of text to point out characteristic traits in the topics of Social Studies, Math, and Science, while implementing their ELA objective.  |
| **3. Interesting Texts/Materials for Instruction**What text(s)/materials are you using for your lesson? **Scholastic: Extreme Plants****Saturday Evening Post: Treasuring Memories****Time To Eat****Moths****Cheerless Holiday****Scholastic: Natures Ice Cubes****Highlighter****pencil** |
| **4.** **Student Engagement:**  What engagement principle(s) are you choosing for this lesson? \_\_\_\_\_\_choice, \_\_X\_\_collaboration, \_\_X\_\_building concepts, \_X\_\_relevance—real world interaction**I will engage students in this lesson by:**Having them read different reading material to help them understand the characteristic concept. This will help them see that characteristics are in Math, Science, and Social Studies |
| **5. Student Activity/Differentiation.** What will your students be doing to meet the purpose of your lesson? (listening, reading, searching, writing, strategy instruction, group work, etc.) What my students are actually DOING: **Before, During, and After.****Day 1:**Today we will be splitting the entire classroom in half- not based on level, just right down the middle. Half will stay in my classroom, half will go to Mrs. Tuckfield’s classroom. Each classroom will get the same amount of articles, Scholastic: Extreme Plants, Saturday Evening Post: Treasuring Memories, Time To Eat, Moths, Cheerless Holiday, ad Scholastic: Natures Ice Cubes. Together they will read, highlight, and list all the character traits they can find within their article. They will then work to decide what 5 character traits they would like to present to the class. They will need to remember the objective and definition of a character trait and try not to focus on the emotion and summary of the story. The articles my not spell out exactly what the character traits, but Mrs. Tuckfield and I will be there to help them pull traits out that they can use. They can also use the list they received during the first lesson to pull ideas of character traits. **Day 2:**All students will meet back in the classroom and this time they will find the other group that has the same article as them- 10 groups reducing down to 5. They will then discuss and see what 5 character traits they can decide on to present to the class. We will then call each group up at random to present to us what 5 character traits are of the articles. We will write each one on the board so all students can see the examples of traits. As an exit ticket on Day 2 they will write one thing they learned about another group’s article and traits.  |
| **6. Writing/Communicating/Assessment:** How will you know students have met the purpose of the lesson? What will students do to record their understanding? Our Assessment will be a more formative assessment, having each group tell us a characteristic that they came up with on their article. It will be on a more presentation basis. However, as an exit ticket we will have the students write one thing they learned about another group’s article. This will help with comprehension of the concept. We will also be assessing the students presentations to the class so that we can see how well they understand character traits and the vocabulary that goes along with it.  |
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