

6th Grade Lesson Plan Sample

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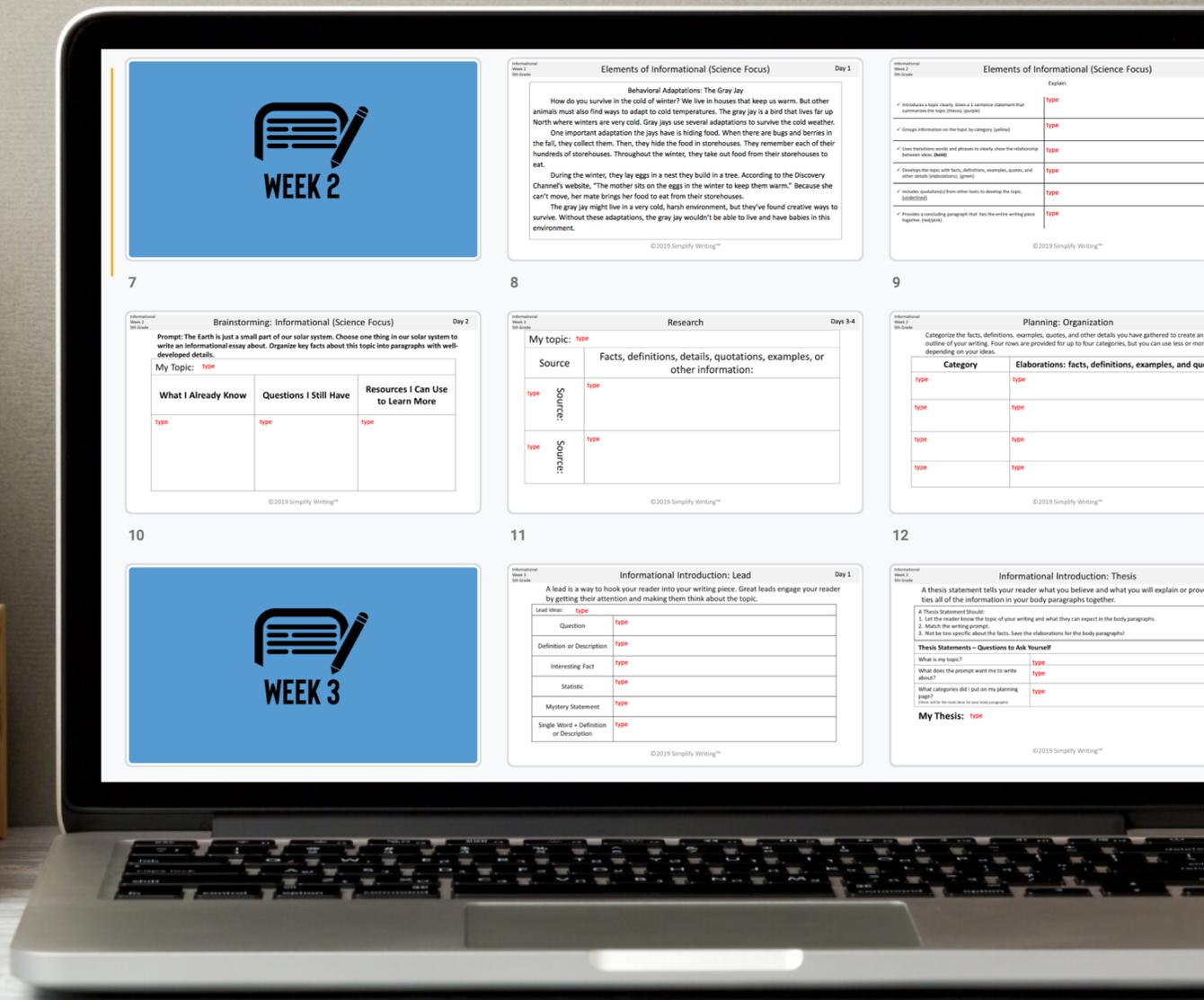


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Informational (Science Focus) Week 2



Lesson 1	Elements of Informational Writing
Lesson 2	Brainstorming
Lesson 3	Researching
Lesson 4	Researching <i>Day 2</i>
Lesson 5	Organization: Planning

Sample

The World's Oceans

By Kyle Thompson

Have you ever been to the beach? If so, then you've seen how the ocean goes on and on into the horizon. The world's oceans are more than a pretty place to visit. They are also a very important part of our planet. In addition, the oceans are also home to many animals.

Ocean Names

The world's oceans are all one big ocean that covers over 70% of our planet. However, we give different areas of the ocean different names so that it's easy to talk about certain regions of the ocean. For example, between North America and Europe and South America and Africa lies the Atlantic Ocean. The Pacific Ocean is the ocean between Asia and North America. Close to Antarctica is the Southern Ocean, and around the North Pole region is the Arctic Ocean. Other parts of the ocean also have special names, such as the Gulf of Mexico, which is in the curved area along the Southern United States and Mexico.

Benthic and Pelagic Zones

The oceans are divided into two main zones: the benthic zone and the pelagic zone. The area on the ocean floor is known as the benthic zone and the water where fish can swim freely is the pelagic zone. Animals that live on the ocean floor, such as crabs and lobsters, are known as benthos. Animals that swim actively in the water, such as fish and whales, are called nekton. Animals that drift with the ocean currents are plankton.

Parts of the Ocean

It is also important to note that areas close to continents feature a continental shelf. Here, the sand slopes gently and eventually drops off. On some areas of the beach, the water only reaches during low tide. This is known as the tidal zone. Some animals that live in the tidal zone include crabs, lobsters, starfish, mussels, barnacles, snails, and more. The area outside of the coastal tidal zone is considered the open ocean.

The Three Ocean Layers

As you go down into the open ocean, there are three main layers: the euphotic zone, the disphotic zone, and the aphotic zone. The top layer, where sunlight can reach well, is called the euphotic zone or surface zone. Thanks to the sunlight and generally warmer temperatures, many plants and animals live here. In fact, it is the only zone of the ocean where plants such as phytoplankton and seagrasses can grow. In addition, many algae grow in this layer. Animals that live in this layer include most ocean fish, sharks, sea turtles, stingrays, coral, jellyfish, and more.

Reference Text

The disphotic zone is also known as the twilight zone. Here, little sunlight reaches. Typically, this zone begins at about 200 meters below the surface and ends at 1,000 meters below the surface. Here, the ocean waters are typically colder, have higher pressure, and are much darker than in the surface zone. Some animals that live in this zone include octopuses, squid, hatchet fish, viper fish, lobsters, sperm whales, and sea cucumbers.

The aphotic zone is the water greater than 1,000 meters deep. No sunlight can reach this far down into the water, giving this layer the nickname of “the midnight zone.” This zone is cold and very dark. Many animals in this layer have bioluminescence. Some examples of animals that live in this layer include anglerfish, some squid, cuttlefish, some jellyfish, and crustaceans.

Threats to Ocean Life

Unfortunately, there are many threats to the ocean and the creatures that live there. Humans are responsible for many of these threats that harm ocean life. Some examples are plastic pollution, fertilizers, and climate change.

The ocean is full of plastic waste including tiny pieces of plastic called microplastics. Every year, about 8 million tons of plastics make their way into the oceans. Some of these plastics can take up to 400 years to break down. Many sea animals suffer from sea pollution. Turtles eat plastic bags, mistaking them for jelly fish. When animals eat plastic, it can clog up their digestive system. Some animals also die because they become caught and stranded by plastic netting and bags.

Fertilizers are another big problem for ocean life. Every year, fertilizers from empty fields erode and wash into rivers, which carry them to the ocean. There, they cause excessive algae growth. The algae grows so much that it uses up most of the oxygen in the water. So, animals, such as fish, that swim in these waters die. One study found each summer in the Gulf of Mexico.

Finally, climate change also damages ocean habitats. In particular, warming ocean waters can damage coral reefs, causing a phenomenon known as coral bleaching. This means that the corals expel the algae living on them. Although reefs can recover, many do not, as the waters may take too long to cool again. Plus, coral bleaching can also make corals more vulnerable to disease.

We can all help the oceans in many ways on a daily basis. For instance, you can avoid using plastics or reuse and recycle the plastics you do use. In addition, you can choose to buy organic produce. You can also write to lawmakers to urge them to make laws that encourage farmers to plant cover crops, which help stop fertilizers from reaching the ocean. Finally, we can encourage lawmakers to fund green energy products to reduce the use of fossil fuels for energy purposes. Together, we can all save the oceans.

Oceanography Online (www.oceanographyonline.com)

Informational Mentor Text

The Amazing Lobster

Have you ever enjoyed a delicious dish of lobster? These ocean animals came from far away to get to your plate. They live down on the ocean floor, far away from cities and restaurants. Many of them live in the North Atlantic ocean where they are fished commercially. However, lobsters are much more than just a delicacy to enjoy at a restaurant. Lobsters are amazing creatures that deserve respect and care.

The size and appearance of lobsters varies greatly among species. Lobsters aren't only red in color. In fact, according to the article *Lobster* by National Geographic, "Lobsters can be born blue, yellow, red, or albino." These creatures have ten legs, two or more of which are claws or pincers. The body of a lobster is segmented and features a strong tail which they can use for swimming. The eyes of lobsters are located on moveable stalks, but lobsters reportedly have poor eyesight. Lobsters that are fished typically weigh between 1 and 3 pounds. However, National Geographic reported that the largest lobster record weighed over 44 pounds.

These magnificent creatures have a varied diet. According to Britannica, lobsters eat "dead animals...live fish, small mollusks, and other bottom-dwelling invertebrates, and sea urchins." They use their claws to crush and rip up food. Olivia B. Waxman's article "Lobsters: Crushing Machines" explains that one of the lobster's claws is larger than the other. This claw has molars and is used for crushing hard animals like mollusks or clams. The other smaller claw is used for tearing up food like fish or worms. These adaptations give the lobster a wide range of prey.

Lobsters live in the benthic zone, or on the ocean floor, all over the world. Popular commercial varieties, such as the American lobster are found in the North Atlantic Ocean, where the water is cold and the ocean floor is rocky. Some lobsters even live in brackish water, or water that's a mix of fresh and saltwater. Yet others live in freshwater. The only places lobsters don't live are the polar regions and in very deep water, Britannica asserts.

Informational Mentor Text

Although most lobster populations are stable at the moment, there are threats to their survival. For example, according to Yale Environment, warming ocean temperatures could be threatening American lobster populations off the coast of Maine. Furthermore, ocean acidification may “interfere with the ability of lobsters to make their shells,” Yale Environment reported. Ocean acidification occurs when CO₂ created by fossil fuels is absorbed by the ocean. In addition, there are many predators to lobsters, including both other sea animals and humans. When lobsters are fished or eaten more quickly than they can reproduce, this can become a problem for lobster populations.

Lobsters are incredible creatures perfectly fit for the life in the benthic zone. Their many adaptations, such as a strong tail and perfect shell and claws, allow them to survive despite the many dangers in their environment. If people want to continue enjoying this delicious creature, we must take care for their environment and to respect their needs.

Bibliography

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Week 2: Lesson 1

Informational (Science Focus) | 6th Grade

Purpose: I can identify and explain the elements of informational writing.

Standard(s):

- **CCSS.ELA-LITERACY.W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Materials

Print

- Teacher models (pgs. 9-10, 13)
- Student pages (pgs. 11-12, 14)

Digital

- Student Pages

Learning Goal

The student will be able to identify the elements of informational writing and explain how an author uses them.

Success Criteria

- **Criteria 1:** The student is able to locate and identify examples of each element of informational text in the mentor text.
- **Criteria 2:** The student is able to explain how the author uses each element of informational text in an example.

Mini-Lesson Steps (15 min.):

1. Activate prior knowledge by asking students what they already know about the elements of informational writing. Remind them of the previous explanatory unit and help them make the connection between explanatory and informational by pointing out similarities.
2. Provide students with a copy of the mentor text “The Amazing Lobster” (pgs. 11-12). Read the text out loud with students, stopping to discuss as needed.
3. Display and distribute the “Elements of Informational” chart (pg. 14). Review the definition of a thesis. Ask for volunteers to identify the thesis in the mentor text. Using page 9-10 as a guide, model using the color-coding system to highlight the thesis. Then volunteer a student to model how the author illustrated the elements in the chart using pg. 13 as a guide.
4. Invite students to continue using the color-coding system to highlight the text and fill in the rest of the chart. Release students to work in partners.

Student Work Portion (15-30 min.):

1. Allow students to continue working through the mentor text, using the color-coding checklist system to identify examples of how the author successfully uses informational elements and justifying them on the chart provided.
2. Provide individual conferencing to students as needed to check for understanding or provide support for students who are struggling.

Closure (5-7 min.):

1. As a whole group, ask for volunteers to share their answers. Provide feedback so students can check the accuracy of their work, using pg. 13 as a guide.

Week 2: Lesson 1

Informational (Science Focus) | 6th Grade



Mini-Lesson Overview

Mini-Lesson Script:

- “Today, we are going to learn about the elements of informational writing. What do you already know about the elements of informational writing? Here’s a hint: they are very similar to the elements of explanatory writing.” *[Give students 1-minute to share with a partner or ask for volunteers.]* “Informational writing is nonfiction text that is written with the purpose of informing the reader about a specific topic.”
- “Let’s look at an example of an informational text titled ‘The Amazing Lobster.’” *[Display and distribute the mentor text pages 11-12. Read aloud as a class, pausing to discuss as needed.]*
- “Now that we have looked at an example text, let’s use the checklist so that we can identify the elements of an informational text and make sure we understand what each element means. You will use and refer back to this checklist when you are writing your own informational essay.” *[Display and distribute the elements of informational page 14.]*
- “Let’s use the color purple to identify the first element. As we were reading, did you notice that the author summarized the topic in one sentence, as a thesis statement? Can you find this sentence in the introduction?” *[Model how to highlight this sentence purple, using pages 9-10 as a guide. Now, let’s use the chart to explain or justify how the author accomplished this informational element.]* *[Model in the first section of the chart as a class with student input, using page 13 as a guide.]*
- “Now, it is your turn. I want you to continue to use the color-coding system to identify examples of the way the author successfully illustrates each informational element and explain each element in the chart.” *[Release students to work in partners.]*

Note: Remind students throughout the unit that they should refer back to this checklist when writing their own drafts.

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Elements of Informational

The Amazing Lobster

Have you ever enjoyed a delicious dish of lobster? These ocean animals came from far away to get to your plate. They live down on the ocean floor, far away from cities and restaurants. Many of them live in the North Atlantic ocean where they are fished commercially.

However, lobsters are much more than just a delicacy to enjoy at a restaurant. Lobsters are amazing creatures that deserve respect and care.

The size and appearance of lobsters varies greatly among species. Lobsters aren't only red in color. **In fact**, according to an article "Lobster" by National Geographic, "Lobsters can be born blue, yellow, or albino." The creatures have ten legs, two of which are claws or pincers. The body of the lobster is segmented and features a strong tail which they can use for swimming. The eyes of lobsters are located on moveable stalks, but lobsters reportedly have poor eyesight. Lobsters that are fished typically weigh between 2 and 5 pounds. **However**, National Geographic reports that the biggest lobster on record weighed over 44 pounds.

These magnificent creatures have a varied diet. According to Britannica, lobsters eat "sea animals...live fish, small mollusks, and other bottom-dwelling invertebrates, and seaweed." They use their claws to crush and rip up food. Olivia B. Waxman's article "Lobsters: Crushing Machines" explains that one of the lobster's claws is larger than the other. This claw has molars and is used for crushing hard animals like mollusks or clams. The other smaller claw is used for tearing up food like fish or worms. These adaptations give the lobster a wide range of prey.

Color-Coding Key

Purple = Thesis Statement

Yellow = Reasons

Green = Details

Red = Conclusion

Underlined = References to outside texts**Bold** = Transition Words

Elements of Informational

Lobsters live in the benthic zone, or on the ocean floor, all over the world. Popular commercial varieties, such as the American lobster are found in the North Atlantic Ocean, where the water is cold and the ocean floor is rocky. Some lobsters even live in brackish water, or water that's a mix of fresh and saltwater. Yet others live in freshwater. The only places lobsters don't live are the polar regions and in very deep water, Britannica asserts.

Although most lobster populations are stable at the moment, there are threats to their survival. **For example**, according to Yale Environment, warming ocean temperatures could be threatening American lobster populations off the coast of Maine. **Furthermore**, ocean acidification may "interfere with the ability of lobsters to make their shells," Yale Environment reported. Ocean acidification occurs when CO2 created by fossil fuels is absorbed by the ocean. **In addition**, there are many predators to lobsters, including other sea animals and humans. When lobsters are fished or eaten faster than they can reproduce, this can become a problem for lobster populations.

Lobsters are incredible creatures perfectly fit for their life in the benthic zone. Their many adaptations, such as a strong tail and perfectly shaped claws, allow them to survive despite the many dangers in their environment. If people want to continue enjoying this delicious creature, we must learn to care for their environment and to respect their needs.

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Lobsters are incredible creatures perfectly fit for their life in the benthic zone. Their many adaptations, such as a strong tail and perfectly shaped claws, allow them to survive despite the many dangers in their environment. If people want to continue enjoying this delicious creature, we must learn to care for their environment and to respect their needs.

Color-Coding Key

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Elements of Informational

Explain.

Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple)

The author is giving information about lobsters. The thesis states "Lobsters are amazing creatures that deserve respect and care."

Groups information on the topic by category. (yellow)

There are four main categories of information: appearance, diet, habitat, and threats to survival.

Develops the topic with relevant facts, definitions, examples, and other elaborations. (green)

The author gives facts and definitions to elaborate on each category, such as "Ocean acidification occurs when CO2 created by fossil fuels is absorbed by the ocean."

Uses transition words and phrases to clearly show the relationship between ideas. (bold)

The author uses transition words and phrases like "however," "in addition," and "furthermore" to connect ideas.

Includes references to other texts that develop the topic. (underlined)

Research from outside sources like Encyclopedia Britannica and National Geographic help develop the topic.

Maintains a formal style.

The author uses a professional tone that avoids slang or casual language.

Provides a concluding paragraph that ties the entire writing piece together. (red)

The author restates the main idea and reviews some main details about the lobster's appearance, habitat, and the dangers it faces. A "call to action" is used to engage the reader.

Elements of Informational

Explain.

Introduces a topic clearly. Gives a 1-sentence statement that summarizes the topic (thesis). (purple)

Groups information on the topic by category. (yellow)

Develops the topic with relevant facts, definitions, examples, and other elaborations. (green)

Uses transitions words and phrases to clearly show the relationship between ideas. (**bold**)

Includes references to other texts that develop the topic. (underlined)

Maintains a formal style.

Provides a concluding paragraph that ties the entire writing piece together. (red)

Sample

Week 2: Lesson 2

Informational (Science Focus) | 6th Grade

Purpose: I can brainstorm ideas for my own informational writing piece.

Standard(s):

- **CCSS.ELA-LITERACY.W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Materials

Print

- Teacher model (pg. 17)
- Student page (pg. 18)

Digital

- Student Pages

Learning Goal

The student will be able to brainstorm ideas for their own informational writing piece about an ocean animal of their choosing.

Success Criteria

- **Criteria 1:** The student is able to brainstorm ideas about their chosen ocean animal by completing the organizer with what they already know, questions, and resources they will use.

Mini-Lesson Steps (15 min.):

1. Display the writing prompt: *The ocean is full of interesting and unique creatures. Choose an ocean animal to research. Write an informational essay describing this animal's features, diet, habitat, and threats to its survival.*
2. Explain that students will read a reference text to get an overview of life in the ocean. Display and distribute the "World's Oceans" (pgs. 3-4) to read as a whole group or in pairs.
3. Model how to choose a topic by thinking aloud about ocean animals in the reference text. Display the "Brainstorming: Informational" chart (pg. 17) and model how to begin the brainstorming process. Think aloud as you add the ideas to the chart from page 17. Refer back to the prompt, modeling how to ask specific questions that answer the prompt.
4. Explain that students may pick an ocean animal mentioned in the reference text or a different animal not listed. Release students to work independently to select their topic and brainstorm about it.

Note: It may be helpful to limit the number of students who research each animal. You may choose to keep a master list of which animal each student has chosen.

Student Portion (15-30 min.):

- Students will work independently to select a topic and brainstorm about it by completing the "Brainstorming: Informational" chart (pg. 18).
2. As students work, circulate and conference as needed. Ensure that there is a wide variety of animals selected by the students, and guide students toward selecting animals for which research material is available.

Closure (5-7 min.):

1. With a partner, students will share their topic and all of the ideas that they brainstormed. Peers may provide feedback or offer more research questions to add to the chart.

Week 2: Lesson 2

Informational (Science Focus) | 6th Grade



Mini-Lesson Overview

Mini-Lesson Script:

- “Yesterday, we discussed all the elements we need in an informational essay. Today, we’ll look at an informational prompt and begin brainstorming.” *[Display prompt and review as necessary.]* **“The ocean is full of interesting and unique creatures. Choose on ocean animal to research. Write an informational essay describing this animal’s features, diet, habitat, and threats to its survival.”**
- “We will read a reference text to get an overview of what life in the ocean is like. This will give us some ideas as we choose a topic to begin brainstorming, but we will also add facts that we already know and information from other sources.” *[Display and distribute the reference text “The World’s Oceans” (pages 3-4) and read aloud, or have students read it independently or in partners.]*
- “Now, I need to choose a topic for my essay. I am going to think about what I already know about different ocean animals from reading the reference text. I’m thinking of an animal I might be interested in learning more about. I’ll write down observations.” *[Display the “Brainstorming: Informational” chart (pg. 18) and model the process.]*
- “First, I’ll think about some facts I already know about lobsters or information I found in the reference text about them.” *[Model filling in the first column, using pg. 17 as a guide.]*
- “Next, I am going to think of questions I have about lobsters. These are questions that I will research and answer before I start writing. I want to make sure these questions align to what the prompt asked me to write about.” *[With student input, complete the second column.]*
- “Last, I am going to write a list of resources that I can use to learn more about lobsters. I can use books from the school and public library, credible online sources like National Geographic, and I can look at videos.” *(With student input, complete the third column.)*
- “Now, it’s your turn to choose a topic. You need to select your topic. Your topic should be an ocean animal you’d like to learn more about. Then, you will brainstorm about your topic by completing page 18.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Brainstorming: Informational

Prompt: The ocean is full of interesting and unique creatures. Choose an ocean animal to research. Write an informational essay describing this animal's features, diet, habitat, and threats to its survival.

My Topic: Lobsters		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More
<p>They are red and have big claws.</p> <p>Lobsters use their claws to crush their prey.</p> <p>People enjoy eating them.</p> <p>Lobsters crawl around the floor of the ocean</p>	<p>Can lobsters be other colors?</p> <p>What do lobsters eat?</p> <p>What animals eat lobsters?</p> <p>In which parts of the ocean do lobsters live?</p> <p>What are some dangers that lobsters face?</p>	<p>Books in the school or public library</p> <p>Credible online resources like encyclopedias and National Geographic</p> <p>Ask an expert at the aquarium</p>

Sample

Brainstorming: Informational

Prompt: The ocean is full of interesting and unique creatures. Choose an ocean animal to research. Write an informational essay describing this animal's features, diet, habitat, and threats to its survival.

My Topic:		
What I Already Know	Questions I Still Have	Resources I Can Use to Learn More

Sample

Week 2: Lesson 3-4

Informational (Science Focus) | 6th Grade

Purpose: I can develop the topic of my informational essay by quoting or paraphrasing data from relevant sources.

Standard(s):

- **CCSS.ELA-LITERACY.W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CCSS.ELA-LITERACY.W.6.2.B:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **CCSS.ELA-LITERACY.W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **CCSS.ELA-LITERACY.W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Materials

Print

- Teacher model (pg. 21)
- Student page (pg. 22)

Digital

- Student Pages

Learning Goal

The student will use a variety of sources to research their topic.

Success Criteria

- **Criteria 1:** The student will use at least 3 sources to research their ocean animal (including the reference text, if applicable).
- **Criteria 2:** The student will accurately quote or paraphrase the outside texts as they record their research.

Mini-Lesson Steps (15 min.):

Note: Prior to this lesson, you may want to collaborate with a librarian to gather a variety of books that students can use for their research. If using computers, provide a list of 4-5 student-friendly websites.

1. Review the prompt and the big question from Day 2. These questions will help to guide the research.
2. Display the research organizer (pg. 22). Review the difference between paraphrasing (writing what you've learned in your own words) and direct quotation (using the exact words from a text). Students will record much of their research as paraphrased facts but should look for 2-3 direct quotes that can be used as well.
3. Using page 21 as a guide, model how to complete the research organizer using the reference text as a source. Emphasize that notes should be written as bullet points (not complete sentences), unless it is a direct quote.
4. Provide more than one copy of the research outline to students so they have enough room for up to 4 sources. *Note: Teacher may differentiate the required number of sources depending on student ability.*

Student Portion (60-90 min.):

1. For the remainder of day 3 and all of day 4, students will work independently to complete their research organizer about the animal they chose. They should use a combination of paraphrasing facts and direct quotations.
2. Scaffold as needed to assist students as they use their sources. Circulate and/or conference as needed. Confirm that students are correctly quoting their sources and accurately paraphrasing.

Closure (5-7 min.):

1. Students will share their research with a partner, small group, or whole class by using the sentence starter, "The most interesting thing I learned about my animal today is..."

Week 2: Lesson 3-4

Informational (Science Focus) | 6th Grade



Mini-Lesson Overview

Mini-Lesson Script:

- “Today, we will begin researching the ocean animal you chose for your informational essay. Let’s think about what the prompt asked us to research.” *[Call on students to review the categories from the prompt, as well as the questions from the brainstorming chart from Day 2.]*
- “Here is our research outline.” *[Display page 22.]* “The topic goes at the top and the title of each source I use will go on the right side. As I research, I’ll add facts from each source in the box. I can paraphrase what I read, which means writing the facts in my own words. Most of my facts will be paraphrased. However, I do want to make sure I have 2-3 direct quotations to use for my essay, so I’ll be sure to look for those as well.” *[Review the difference between paraphrasing and quoting as necessary.]* “I want to avoid plagiarizing the facts I find to use, so I’ll be sure to keep track of my sources and use quotations for any facts I copy exactly.”
- *[Display reference text.]* “Paragraph 3 of the reference text says ‘Animals that live on the ocean floor, such as crabs and lobsters, are known as benthos.’ Instead of writing the whole sentence, I am going to paraphrase it by writing they ‘live on the ocean floor (benthic zone).’ I will write my information as shortened facts, using bullet points. I don’t need to write complete sentences unless I am copying a quote from the research exactly.” *[Continue to model pulling facts from the reference text, using pg. 21 as a guide.]* “The reference text is very broad, so you are not required to use it as one of your sources.”
- “I also used some other sources like National Geographic. During this research, I found more facts that I paraphrased and also a direct quotation that I thought was really interesting. I am going to copy that exactly and show it on the website with quotation marks around it.” *[Fill in the organizer as shown on page 21.]*
- “Now, it is your turn. You will have the rest of today and all of tomorrow’s lesson to complete your research. If you choose to use the reference text as one of your sources, be sure to record it on the organizer. You must use at least 3 sources in all to find facts about your animal, so you will need more than one copy of the organizer.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Research

My topic: Lobsters	
Source	Facts, definitions, details, quotations, examples, or other information:
Source: The World's Oceans (Reference Text)	<ul style="list-style-type: none">• Live on the ocean floor (benthic zone)• Live in the tidal zone, near continental shelf• Climate change threatens ocean habitats
Source: National Geographic	<ul style="list-style-type: none">• Usually weigh 3 pounds• 44 pounds: biggest lobster on record• Segmented body• Live in salt and fresh water• Predators include humans• "Lobsters can be born blue, yellow, red, or albino."

Sample

Research

My topic:	
Source	Facts, definitions, details, quotations, examples, or other information:
Source:	
Source:	

Sample

Week 2: Lesson 5

Informational (Science Focus) | 6th Grade

Purpose: I can plan my informational essay by categorizing my research.

Standard(s):

- **CCSS.ELA-LITERACY.W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **CCSS.ELA-LITERACY.W.6.2.B:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Materials

Print

- Teacher model (pg. 25)
- Student page (pg. 26)

Digital

- Student Pages

Learning Goal

Students will create a plan for their informational essay by sorting their research into categories.

Success Criteria

- **Criteria 1:** The student will use 3-4 categories and accurately sort their research into each category.

Mini-Lesson Steps (15 min.):

1. Review the prompt, brainstorming chart from Day 2, and the research organizer from Day 3. Explain that now that students have all their facts, it is time to arrange them into similar groups by category.
2. Display and distribute “Planning Organization Chart (pg. 26). With student input, model how to list the category for each paragraph, using pg. 25 as a guide. In the chart, students will use these same categories to organize their facts for their essay because they align with the prompt.
3. Using the brainstorming chart from Day 2, record facts from the first column in the appropriate category box. Then use the research organizer from Day 3 to continue sorting facts into their appropriate category boxes.
4. Model how to record the source in parenthesis for each direct quotation. This will make it easier to cite the sources later in the essay.

Student Work (15-30 min.):

1. Students should use their brainstorming chart from Day 2 and their research outline to sort their elaborations into each category by completing the planning outline independently.
2. Conference as needed to assist students with seeing the relationships between all of their elaborations. Ensure students are sorting their elaborations correctly into their categories.

Closure (5-7 min.):

1. Students will review each category box to ensure there are enough facts for that category to write a complete paragraph that fully addresses that category. If more research is needed for a category, students should complete this prior to beginning their informational draft.

Week 2: Lesson 5

Informational (Science Focus) | 6th Grade



Mini-Lesson Overview

Mini-Lesson Script:

- “We have gathered a lot of facts about our topic so far. We also brainstormed information we already knew. Let’s review the prompt to remember what it asked us to write about.” *[Read prompt aloud.]*
- *[Display the brainstorming chart from Day 2 and the research organizer from Day 3.]* “Let’s look at all my notes. Are any of my facts related? Which ones seem to go together?” *[Call on students to share ideas.]*
- “Several of my notes are related to what lobsters look like. That was also one thing the prompt asked me to write about. I’ll call that category ‘Key Features’ ‘Appearance’. Now, I’ll list all the elaborations that related to the lobster’s appearance in this box.” *[Model how to pull the facts from each chart and rewrite them on the chart.]*
- “Since some of my elaborations are direct quotes, I’m going to write the source they came from in parenthesis. That will help me cite my sources correctly later on.”
- “Let’s think of some other categories I can use to group my facts.” *[With student input, list the remaining categories on the chart.]* “I will continue to do my research into these categories by listing them as bullet points.”
- “Now it is your turn to plan your essay. I’ll give you a research outline and the ‘What I Already Know’ column from our brainstorming chart to complete your planning outline. Since the prompt asked us for some specific categories of information, most of you will use these same categories as you plan your essay.” *[Give students to complete their planning outline independently by pulling the elaborations into categories. Give students 15-30 minutes to work. When most students are done working, continue.]*
- “I want you to review your outline. Remember, each category will become a paragraph in our essay. You want to ensure that you have enough facts, details, quotes, and other information to complete a paragraph about that topic. Look over each box to decide if you have enough information about that category. If not, you may need to do some additional research before you begin to write.”

Check or highlight any **modifications** you will make for this particular lesson:

Strategies for Gifted & Talented Learners	Strategies for Students with Disabilities or ELL
<input type="checkbox"/> Provide opportunity for further research on a related topic <input type="checkbox"/> Allow for the production of a multimedia or visual presentation to accompany the writing piece <input type="checkbox"/> Use of advanced supplementary/reading materials <input type="checkbox"/> Allow for flexible grouping or collaborative writing opportunities based on ability or interest	<input type="checkbox"/> Pre-Teach/Re-Teach concepts <input type="checkbox"/> Provide additional examples <input type="checkbox"/> Provide additional work time <input type="checkbox"/> Allow for differentiated product <input type="checkbox"/> Chunk Tasks <input type="checkbox"/> Take Student’s Dictation/Provide Recording Equipment for Student Dictation <input type="checkbox"/> Language Scaffolds (i.e.: sentence frames) <input type="checkbox"/> Peer Mentor

Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an organized outline of your writing.

Category	Elaborations: facts, definitions, examples, and quotes
<p>Key Features (Appearance)</p>	<ul style="list-style-type: none"> - Red in color - “Lobsters can be born blue, yellow, red, or albino.” (National Geographic) - 10 legs - Segmented body/strong tail - Normally 1-3 pounds, biggest lobster on record was 44 pounds (National Geographic)
<p>Diet</p>	<ul style="list-style-type: none"> - “Dead animals...live fish, small crustaceans and other bottom-dwelling invertebrates, and seaweed.” (Encyclopedia Britannica) - Use claws to crush food - 2 different sized claws (Cora B. Waxman) <ul style="list-style-type: none"> - Larger claw: has spines, used for crushing crabs, mussels, clams - Smaller claw: used for tearing up worms/fish
<p>Habitat</p>	<ul style="list-style-type: none"> - Ocean floor: benthic zone (The World’s Oceans) - North Atlantic Ocean: cold water - Live in fresh and salt water - Don’t live in polar regions
<p>Threats to Survival</p>	<ul style="list-style-type: none"> - Warming ocean temperatures threaten habitat (Yale Environment) - Ocean acidification may “interfere with the ability of lobsters to make their shells.” (Yale Environment) <ul style="list-style-type: none"> - CO2 from fossil fuels is absorbed by ocean - Predators: other sea animals and humans

Planning: Organization

Categorize the facts, definitions, examples, quotes, and other details you have gathered to create an organized outline of your writing.

Category	Elaborations: facts, definitions, examples, and quotes

Sample