

LESSON PLAN LANGUAGE ARTS



Grade 6

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Marlins: Sixth Grade Language Arts Lesson Plan

VISION-SETTING DETERMINING METHODS	OBJECTIVE. What is your objective? <input type="checkbox"/>	KEY POINTS. What knowledge and skills are embedded in the objective? <input type="checkbox"/>
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. <input type="checkbox"/>	MATERIALS.
	<p><i>Student will be able to:</i></p> <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (<i>inferences; textual evidence</i>) 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (<i>main idea</i>) 	<ol style="list-style-type: none"> 1. A theme (or main idea) is the message or moral present in the story. Some are stated, while others are implied. Many times, good readers have to use the details and occurrences in the text to determine the theme. 2. In order to argue that a certain theme is present, it is important that students be able to identify direct quotes in the literature that support the theme that they have discovered.

	<p>INTRODUCTION OF NEW MATERIAL (20 min.)</p> <p>How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? <input type="checkbox"/></p> <p>Which potential misunderstandings do you anticipate? How will you proactively mitigate them? <input type="checkbox"/> How will students interact with the material? <input type="checkbox"/></p> <p>Students will have five minutes to write down these vocabulary words, which will be present in the biography of Roberto Clemente that we will read later in class.</p> <ul style="list-style-type: none"> • Scout (verb or noun): To spy on or explore carefully in order to obtain information. • Pennant (noun): A flag denoting a sports championship or other achievement. • Rickety (adjective): Poorly made and likely to collapse. • Humanitarian (noun): Concerned with or likely to promote human welfare (the well-being of humans). <p>Write each of these words down. We will see them in context, and use them ourselves, a little later in class.</p> <p>Students will complete the theme guided notes on the “Sixth Grade Theme Practice” handout, while the teacher reads the following from the PowerPoint:</p> <ul style="list-style-type: none"> • A theme is an <u>essential</u> message or truth about life. • A theme is <u>lesson or moral</u> that the character(s) and/or reader learn. • Theme is the <u>central</u> message expressed in a story. • A <u>stated</u> theme is expressed directly by the author. • An <u>implied</u> theme is suggested, or state indirectly through what happens to the characters. • A <u>repeating</u> theme, or a recurring theme, is a message about life that is expressed regularly in many different cultures and time periods. • The theme is a <u>sentence</u>, it is NOT a word!!! <p>Write this down:</p> <ol style="list-style-type: none"> 1) Look for repeating ideas. 2) Look for what character(s) have learned and how they have changed. <p>Let's practice with a couple of songs. While we listen/read, write down what you believe the theme of the songs are: <u>Only the Good Die Young</u>, by Billy Joel & <u>Somebody to Love</u>, by Queen</p>	PowerPoint “Sixth Grade Theme Practice” Handout http://www.youtube.com/watch?v=zhjNm20XbXw http://www.youtube.com/watch?v=cYQm1Fn5VD0
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	<p>GUIDED PRACTICE (10 min.)</p> <p>How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? <input type="checkbox"/></p> <p>How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? <input type="checkbox"/></p>	
	<p>Although this biography is clearly a <i>chronology</i> (it is done in order of time; it is a timeline), it also possesses a theme. What do you believe the theme of this biography is?</p> <p>While we read, complete the following assignments:</p> <ol style="list-style-type: none"> 1) Underline the four words that you wrote down early in the class period. 2) Underline at least TWO lines that you think express the theme of the biography. What should the reader learn about Roberto Clemente by reading his biography? 	PowerPoint “Sixth Grade Theme Practice” Handout
	<p>CLOSING (5 min.)</p> <p>How will students summarize and state the significance of what they learned? <input type="checkbox"/></p>	
	<p>Today we covered two very important topics: theme and citing evidence to support it. For our closing, on the back of your notes handout, please write down the title and theme of your favorite song! Great job today!</p>	PowerPoint “Sixth Grade Theme Practice” Handout

WORKSHEET LANGUAGE ARTS



Sixth Grade – Language Arts Activity: Identifying Themes

Students will do a quick introduction activity about themes and then read a biography about Roberto Clemente.

Theme – What is it?

Theme is a tremendously important part of understanding the world around us. Without figuring out the theme (or the moral or lesson), there is no purpose to reading. Every story has a theme. The theme is the important message the author wants to teach readers.

A **theme** is a _____ message or truth about life.

A **theme** is a _____ that the character(s) and/or reader learn.

Theme is the _____ message expressed in a story.

- A _____ theme is expressed directly by the author.
- An _____ theme is suggested, or stated indirectly through what happens to the characters.
- A _____ theme, or a recurring theme, is a message about life that is expressed regularly in many different cultures and time periods.

The **theme** is a _____, it is **NOT** a word!

Here are some common themes found in literature:

- Good is stronger than evil.
- Nature is more powerful than humans.
- Treat others the way you want to be treated.
- Honesty is always the best policy.

How do you find a theme?



Vocabulary

This will be used later.

1. Scout (verb or noun): To spy on or explore carefully in order to obtain information.
2. Pennant (noun): A flag denoting a sports championship or other achievement.
3. Rickety (adjective): Poorly made and likely to collapse.
4. Humanitarian (noun): Concerned with or likely to promote human welfare (the well-being of humans).

Read the Roberto Clemente biography, and then answer the questions after.

Roberto Clemente Biography

Birth: Roberto Walker Clemente was born in Barrio San Anton in Carolina, Puerto Rico on August 18, 1934.

Best Known For: Roberto Clemente is remembered today as one of the game's best all-round right fielders, with one of the best arms in baseball. Often referred to as "The Great One," Clemente was the first Latin American player elected to the baseball Hall of Fame.

Early Life: Roberto Clemente was the youngest of the seven children of Melchor and Luisa Clemente. His father was a foreman on a sugarcane plantation, and his mother ran a grocery store for plantation workers. His family was poor, and Clemente worked hard as a youngster, delivering milk and taking other odd jobs to earn extra money for the family. There was still time, however, for his first love - baseball - which he played on the sandlots of his home town in Puerto Rico until he was eighteen years old.

In 1952, Roberto Clemente was spotted by a scout from the professional hardball team in the Puerto Rican town of Santurce and offered a contract. He signed with the club for forty dollars per month, plus a five hundred dollar bonus. It wasn't long before Clemente caught the attention of the major league scouts and, in 1954, he signed up with the Los Angeles Dodgers who sent him to their minor league team in Montreal.

Professional Career: In 1955, Roberto Clemente was drafted by the Pittsburgh Pirates and started as their right fielder. It took a few years for him to learn the ropes in the major leagues, but by 1960 Clemente was a dominant player in professional baseball, helping lead the Pirates to win both the National League pennant and the World Series.

Family Life: On November 14, 1964, Roberto Clemente married Vera Cristina Zabala in Carolina, Puerto Rico. They had three sons: Roberto Jr., Luis Roberto and Roberto Enrique, each born in Puerto Rico to honor their father's heritage. The boys were just six, five and two, respectively, when Roberto Clemente met his untimely death in 1972.

Statistics & Honors: Roberto Clemente's had an impressive lifetime batting average of .317, and is one of only a few players to have collected 3,000 hits. He was a powerhouse from the outfield too, throwing out players from over 400 feet. His personal records included four National League batting championships, twelve Gold Glove awards, the National League MVP in 1966, and the World Series MVP in 1971, where he batted .414.

Roberto Clemente - No. 21: Shortly after Clemente joined the Pirates, he chose No. 21 for his uniform. Twenty-one was the total number of letters in the name—Roberto Clemente Walker. The Pirates retired his number at the start of the 1973 season, and the right field wall at the Pirates' PNC Park is 21 feet high in honor of Clemente.

A Tragic Ending: Tragically, Roberto Clemente's life ended on December 31, 1972 in a plane crash while en route to Nicaragua with relief supplies for earthquake victims. Always the humanitarian, Clemente was on the plane to make sure the clothing, food and medical supplies weren't stolen, as had happened with previous flights. The rickety plane went down off the coast of San Juan shortly after takeoff, and Roberto's body was never found.

For his “outstanding athletic, civic, charitable, and humanitarian contributions,” Roberto Clemente was awarded the Congressional Gold Medal by the United States Congress in 1973.

Questions

Although this biography is clearly a chronology (it is done in order of time; it is a timeline), it also possesses a theme. What do you believe the theme of this biography is?

Underline the four vocabulary words that were given to you earlier.

Underline at least **TWO** lines that you think express the theme of the biography. What should the reader learn about Roberto Clemente by reading his biography?

Answer Key

1. Essential
2. Lesson or moral
3. Central
4. Stated
5. Implied
6. Repeating
7. Sentence



MIAMI MARLINS 6TH GRADE LANGUAGE ARTS

Miami Marlins Foundation



In this lesson the student will be able to:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (**inferences; textual evidence**)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements (**main idea**)



DO NOW

Read the following lyrics. When you are done reading, write in ONE SENTENCE what you believe the main idea (or theme) of the lyrics are. What is the artist trying to say?

Get to know your parents,
you never know when they'll be gone for good.

Be nice to your siblings;
they are the best link to your past and the people
most likely to stick with you in the future.

Understand that friends come and go, but for the
precious few you should hold on.

Work hard to bridge the gaps in geography
and lifestyle because the older you get,
the more you need the people you knew
when you were young.

“Everybody’s Free to Wear Sunscreen” - Baz Luhrmann



BUT...WHY?

- Theme is a tremendously important part of understanding the world around us. Without figuring out the theme (or the moral or lesson), there is no purpose to reading. Every story has a theme. The theme is the important message the author wants to teach readers.
- Today, you are going to learn how to find the theme of a piece of writing. You are also going to learn how to identify quotes from the text to SUPPORT what you believe the theme is.



VOCABULARY

- Scout (verb or noun): To spy on or explore carefully in order to obtain information.
- Pennant (noun): A flag denoting a sports championship or other achievement.
- Rickety (adjective): Poorly made and likely to collapse.
- Humanitarian (noun): Concerned with or likely to promote human welfare (the well-being of humans).

Write each of these words down. We will see them in context, and use them ourselves, a little later.



WHAT IS THEME?

- A **theme** is an essential message or truth about life.
- A **theme** is the lesson or moral that the character(s) and/or reader learn.
- Theme is the central message expressed in a story.
 - A stated theme is expressed directly by the author.
 - An implied theme is suggested, or state indirectly through what happens to the characters.
 - A repeating theme, or a recurring theme, is a message about life that is expressed regularly in many different cultures and time periods.
- The **theme** is a sentence, it is NOT a word!



HOW CAN WE DETERMINE THEME?

Write this down:

- Look for repeating ideas.
 - Look for what character(s) have learned and how they have changed.

Let's practice with a couple of songs. While we listen/read, write down what you believe the theme of the songs are:

Only the Good Die Young, Billy Joel

Somebody to Love, Queen



ROBERTO CLEMENTE BIOGRAPHY

- Although this biography is clearly a chronology (it is done in order of time; it is a timeline), it also possesses a theme. What do you believe the theme of this biography is?
- While we read, complete the following assignments:
 1. Underline the four words that you wrote down earlier.
 2. Underline at TWO lines that you think express the theme of the biography. What should the reader learn about Roberto Clemente by reading his biography?



CLOSING

- Today we covered two very important topics: theme and citing evidence to support it. For our closing, on the back of your notes handout, please write down the title and theme of your favorite song! Great job today!





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