

Grade 6

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Marlins: Sixth Grade Writing Lesson Plan

VISION-SETTING	OBJECTIVE. What is your objective? □	KEY POINTS. What knowledge and skills are embedded in the objective? □
	<p><i>Student will be able to:</i></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>1. Informative/explanatory texts are clear. Many utilize text features (charts, graphs, headings, etc.) in order to aid comprehension.</p> <p>2. Informative/explanatory texts are all around us, in newspapers, magazines, and online. They can describe or explain anything in this world.</p>
	<p>ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective. □</p> <p>Students will create their own “How To” document, utilizing at least three text features.</p>	
DETERMINING METHODS	OPENING (10 min.) How will you communicate <i>what</i> is about to happen? □ How will you communicate <i>how</i> it will happen? □ How will you communicate its <i>importance</i> ? □ How will you communicate <i>connections</i> to previous lessons? □ How will you engage students and capture their interest? □	MATERIALS.
	<p>Students will enter class and immediately respond to the following prompt on the board: “Where do you play your favorite sport? In your backyard? On a court? On a field? Describe the setting. What does it look like? How is the court/field organized? Be as descriptive as possible.”</p> <p>After students have been given five minutes to write, the teacher will begin: Okay, all, what do you think? Would anyone like to share? (Calls hands) Today we are going to talk about how to be successful writers. Does anyone here like to write? If you do, that’s wonderful. If you don’t, we will make you feel so good at writing that you will have to love it!</p>	Student notebooks
	INTRODUCTION OF NEW MATERIAL (10 min.) How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points? □ Which potential misunderstandings do you anticipate? How will you proactively mitigate them? □ How will students interact with the material? □	
	<p>Today we are going to focus on our ability to write with a purpose: to assist others and provide explanatory and informative writing. The reason that I asked you where you play your favorite sport is because today we are going to practice writing directions (or “how to” documents) for people. You should start thinking about writing directions for creating the field/court/space on which your favorite sport is played!</p> <p>Take notes on this section, students. Many “how to” documents include text features to make the writing easier to understand. Types of text features include: Table of Contents, Index, Glossary, Titles, Subheadings, Text (Bold, Color, Italics), Photographs/Illustrations, Captions, Textbox, Maps, Diagrams, Tables, and Timelines.</p> <p>Many “How To” documents include: the reason someone might need to know how to do whatever it is they are reading about, a list of clear and explicit directions, and at least two text features to support the directions. Where do you see “How To” documents? Where have you used one? What text features were present on the how to document that you saw?</p>	Student notebooks
GUIDED PRACTICE (10 min.) How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points? □ How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard? □		

<p>Daily vocabulary: We are going to review a “How To” document about <i>how to make a backyard baseball field</i>. In order to be successful readers, there are a couple of vocabulary words that we should know. Write these words down in your notebook:</p> <ol style="list-style-type: none"> 1) Pastime (noun): An activity that someone does regularly for enjoyment rather than work; a hobby. 2) Scout (verb/noun): A person sent out ahead so as to gather information. 3) Gross (adjective): Total without any deductions. 4) Integrity (noun): Soundness of moral character; honesty. <p>While we read, complete the following assignments:</p> <ol style="list-style-type: none"> 1) Underline the REASON someone might want to know how to build a baseball field 2) Underline each step in the direction process 3) Circle any text features that you see (title, chart, graph, subheading, bold text, etc.) <p>Students may read in groups or the teacher may elect to call on a handful of students to read whole group.</p>	<p>Student notebooks</p> <p>“Sixth Grade Informative Practice” Handouts</p>
<p>INDEPENDENT PRACTICE (20 min.) How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment? □</p>	
<p>On your “Sixth Grade Informative Practice” handouts, there is a page that is dedicated to YOUR how to assignment. Think about how you responded to the earlier question in your notebooks. How is the field/court/space organized and set up?</p> <p>On your page, utilizing at least <i>three</i> text features, and including at least five directional steps, explain how to create a space to play your favorite sport. You will have twenty minutes to complete this assignment using the spaces provided. You should use the “How To Make a Backyard Baseball Field” article as an example. You can do it!</p> <p>Lesson Assessment: Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective? □</p> <p>The lesson assessment will be the product of the time utilized during independent practice.</p>	<p>“Sixth Grade Informative Practice” Handouts</p>
<p>CLOSING (5 min.) How will students summarize and state the significance of what they learned? □</p>	
<p>If we have time, at least three students will share their How To documents. What we learned today will make our writing more clear and explicit, and allow us to help others in the future when we want to teach how to do something. You tackled it beautifully. Way to go!</p>	

Sixth Grade – Language Arts
Activity: Informative Writing Practice



Discover the expert in you.

How to Make a Backyard Baseball Field

By an eHow Contributor

Baseball is the national pastime of our great nation and is also a lot of fun to play. But sometimes getting to the ballpark can be a hassle. And if you're trying to practice it can be tough to get field time. While you probably won't be able to build a backyard baseball field to scale, you can certainly make one that's a lot of fun and will impress your neighbors.

Difficulty: Challenging

Instructions

Things You'll Need

- White Spray Paint
 - Lawn Mower
 - Rope
 - Protractor
 - Tape Measure
 - Bases
1. Scout your yard. The space could be rectangular or round in shape. Obviously the bigger the better. Look for a place in your yard that is flat without many obstructions, such as rocks or trees.
 2. Take gross measurements. Using your tape measure, take an approximate measurement of the area you have. Then determine the scale of your field. The average baseball field center wall is 400 feet from home plate. If your yard measures 200 feet, you'll need to cut the rest of the measurements in half to build your backyard baseball field.



3. Mark the field. Using your protractor, place it where you envision home plate. Position it so that you can read a 90 degree angle as if it were the base of a diamond (on its side.) The playing area between first base and third base is a perfect ninety degrees. Mark that spot. Then using rope, roll it out the length of your backyard on each 90 degree angle. These are essentially your foul lines. If your baseball field is say 200 feet as discussed before, then your bases will be at 45 feet. (Half the distance of the Major Leagues.) Using your tape measure, mark 45 feet from home plate along each rope. This is first and third base respectively. Then use your protractor again and measure 90 degrees from first and third base, so that the angle is facing out where second base would be. Take more rope and lead from first and third base, on that 90 degree angle until it crosses. This is second base. Finally measure the distance between home plate and second base; in the middle is where you should mark the pitching mound.
4. Cut the grass. In the Major Leagues, there is a difference between the length of the grass in the infield and in the outfield. If you wish, cut the "infield" one inch and the "outfield" at two inches. This will separate the two and give the field a more realistic appearance. (If you want to really go far, remove all the grass in the base paths and mound. However, most people want to keep the integrity of their lawn.)
5. Spray paint. Now, using your ropes for straight lines, spray paint every place you've marked. This will become the outline of your field. You should spray paint the foul lines, base paths and pitcher's mound.
6. Place bases appropriately. Take your bases (which you can find cheaply at any sporting goods store) and place them in their appropriate locations.
7. Play ball! Congratulations, you have made your very own backyard baseball field. Have fun and "play ball!"

Tips & Warnings

- Add fencing along the perimeter of the outfield. It will add a realistic touch to your ball park!
- Make signs that you can hang around your ball park on trees that surround your yard. Whether they are the name of your field, a phony ad or even distances to the outfield fence, they'll add a homemade touch!
- Be sure to clear all potential obstructions from the field of play. Rocks and shrubs and things of the like. If something cannot be moved, be sure to mark it with spray paint for safety so others can clearly see it.

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