

Teacher Name:	Katja Schatte	Date:	March 19, 2018
Subject:	ELA	Grade Level:	Sixth grade
Lesson Length:	56 minutes	Topic of Instruction:	Use of evidence
Lesson Standards	<p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		
Lesson Objective	<p>Students will be able to provide evidence drawn from different sources for their arguments about animal intelligence.</p> <p>Student-friendly wording: I can use clues from different sources to convince someone that my claim is correct.</p>		
Pre-requisite knowledge and Common Misconceptions	<p>Prerequisite knowledge</p> <ul style="list-style-type: none"> • Students have been practicing using evidence from different sources when making an argument regarding a familiar topic in writing or during Philosophical Chairs. • Students have begun to develop an understanding of the difference between textual evidence and experience-based evidence. • Students have begun brainstorming and reading about the topic of animal intelligence. <p>Common Misconceptions</p> <ul style="list-style-type: none"> • Assumption that students will stick to text-based evidence in their arguments. • Assumptions that students will be able to readily access the information they learned from a text or a video. 		
Lesson Agenda	<p>INTRODUCTION (5 min.) Project the image of what students said about animal intelligence last week and ask them to elaborate on some of the points.</p> <p>GROUP (10 min.) Explain that today, our goal is to back up our argument that animals are intelligent with evidence we find in the text they read and a video we are going to watch.</p> <ul style="list-style-type: none"> • Review what evidence is. • Review what it means to convince someone. <p>In their table groups, students re-read the passage of Raccoons May Beat out Cats and Dogs as Smartest Animal that they were assigned last time</p>		

and summarized as homework.

Teacher and TA walk around and support as needed (clarifying unknown words, asking probing questions).

DIRECT (5 min.)

Explain to students that today, they will learn more about animal intelligence from different sources. Our goal is to use evidence from these sources when we have a discussion and write a paragraph about animal intelligence at the end of class. Structure:

- 1) Review last week's text in jigsaw groups (Summary of most important points on the board)
- 2) Watch a video about animal intelligence (Summary of most important points on the board)
- 3) Group discussion

GROUP (10 min.)

Students get together in jigsaw groups to present the part of the text they read to members of other groups.

At the end, each table shares out what they have learned about animal intelligence. (Collect in a graphic organizer on the board)

INDIVIDUAL (15 min.)

Students watch a short video about animal intelligence:
<https://www.youtube.com/watch?v=D5yyBHLL34s>

While watching the video, each student writes down **at least one animal** that is considered to be intelligent and **why it is considered to be intelligent**. (Watch video twice if students need more time.)

At the end, a few students share out what they have written down. (Collect in a graphic organizer on the board)

All students use both their index card and the information on the board for the next activity.

GROUP (10 min.)

Discussion:

What do you think is the smartest animal and why? (Cite evidence from the text.)

Name one thing intelligent animals know how to do. (Cite evidence from the text.)

	<p>Does brain size matter? (Cite evidence from the text.) Which animal was not mentioned in the article or in the video but should be? (Student’s own experience.)</p> <p>Depending on time, the discussion will either happen in a Fish Bowl format (Students have already experience with it.) or as a Socratic Seminar (New to students.)</p> <p>WRAP-UP: Tell students that during tomorrow’s writing time, they will write one paragraph to answer a question using evidence from the sources.</p>
<p>Lesson Assessment</p>	<p>Students demonstrate understanding at four different times:</p> <ol style="list-style-type: none"> 1) Presentation of the passage they have read 2) Jotting down of information from the video 3) Participation in the discussion exercise 4) Evidence-based written paragraph (next day)
<p>Materials Needed</p>	<ul style="list-style-type: none"> • White board & markers • Projector & video • Texts (two different reading levels, depending on students’ individual reading level) • Index cards