

## 5-STEP Lesson Plan

<b>Teacher</b>	Raymond Taddeo
<b>Date</b>	1 week plan w/ extensions
<b>Unit Title/Lesson #</b>	NEWSELA Unit
<b>Class/Grade</b>	6 <sup>th</sup> Grade Reading Class
<b>Objective/Aim:</b> <i>What will your students be able to do by the end of class?</i>	SWBAT Learn about and discuss AIM, NO DAPL, Native Schools
<b>Agenda</b>	<p>Explain and discuss why IDR is important to our growth and development as a class.</p> <p>Model and practice the procedures for IDR class: how to gather our materials, how to find a seat, how we independently read with purpose, how we fill out our exit tickets.</p>
<b>Exit Ticket Questions:</b> <i>How will you know concretely that all of your students have mastered the objective?</i>	<p><b>Day 1</b> – What were some of AIMs goals? What were some of their accomplishments?</p> <p><b>Day 2</b> – What were the goals of the No DAPL protestors? Why is the work of water protectors so important?</p> <p><b>Day 3</b> – What are some of the things Native schools are doing around the country? What are some of the things our school is doing? What would you like to see more of?</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• The three articles from Newsela,</li> </ul>
<b>Standards</b>	<p>OSEU 1.4 – Identify and explain contemporary environmental issues facing Oceti Sakowin lands.</p> <p>OSEU 2.3 – Recognize that there is a continuum of tribal identity, ranging from assimilated to traditional lifestyle that includes each unique subculture or individual member within the Oceti Sakowin.</p> <p>OSEU 3.2 – Describe efforts made by tribal members on and off the reservation to revitalize Oceti Sakowin Languages</p> <p>OSEU 5.1 – Identify elements of Oceti Sakowin culture with oral tradition, written accounts, and primary source information and compare them to written accounts by mainstream historians.</p> <p>OSEU 6.4 – identify and describe the impacts of US assimilation policies and programs on Oceti Sakowin people in education, language, culture, civil rights, and spiritual practice</p> <p>CCSS.ELA-LITERACY.RL.6.2 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.</p> <p>CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>CCSS.ELA-LITERACY.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p>

<p style="text-align: center;"><b>Do Now</b></p>	<p>Day 1 - What does AIM stand for? Who here knows someone, a family member, relative, or friend who was involved in or has talked about AIM?</p> <p>Day 2 – Who here has heard of No DAPL? What were they protesting? Who knows someone who was involved? Lakota Words of the Day – Mni Wiconi (Extension – Bears Ears Monument) (Extension – SLC Air Protectors)</p> <p>Day 3 – What does our school here do related to Lakota Culture? What do you wish our school did more of, culturally? Word of the Day – Indigenous (Learn about other successful indigenous schools and what they do)</p> <p>Day 4 – Discussion circle... the do now will be to line up at the front of the door, ready to go outside to discuss our week</p>	<p style="text-align: center;"><b># of minutes:</b> 5</p>
<p style="text-align: center;"><b>Opening/Hook:</b> <i>How will you focus, prepare and engage students for the lesson? How will you activate prior knowledge?</i></p>	<p><i>Today we will be reading an article about....</i></p> <p><i>...AIM...</i></p> <p><i>...No DAPL...</i></p> <p><i>...Indigenous Schools...</i></p> <p><i>Why do you think we are doing this? Why is this important?</i></p>	
<p style="text-align: center;"><b>Introduction to New Material/Mini-Lesson</b> <i>How will you convey the new information to students? How will you model? What will students do?</i></p>	<p>Key Points/definitions:</p> <ul style="list-style-type: none"> <li>• Protests</li> <li>• Racism</li> <li>• Treatment of Indigenous Peoples</li> <li>• AIM</li> <li>• No DAPL</li> <li>• Education</li> <li>• Systems of oppression</li> </ul> <p>Model: Before reading we will discuss the difference between comprehension and making inference questions. Will Model how to find and underline key information in a text in the first paragraph(s) using an example on the board.</p>	<p style="text-align: center;">5-7</p>
<p style="text-align: center;"><b>Guided Practice:</b> <i>How will your students attempt to explain or practice what you have taught? How will you monitor, coach and check for understanding?</i></p>	<p>To check for understanding, We will use turn and talks and then class-wide sharing to discuss our answers for the comprehension and inference making questions throughout the articles. Every paragraph or two there is a direction to “STOP” and answer the questions below.</p>	

<p><b>Independent Practice:</b>  <i>In what ways will your students show mastery on their own?</i></p>	<p>After discussing inference making and comprehension and modeling underlining key information, students will be instructed to read independently and answer the questions within their articles. When 80-90% of students have answered a set of questions (using hand raising to determine who is ready), we will turn and talk and then share out to discuss our answers. The articles will be read, answered, discussed and then turned in by the end of the class period. Anything not completed is the students' responsibility to complete for homework.</p>	<p>25</p>
<p><b>Closing:</b>  <i>How will you have students summarize what they learned? How will you connect this lesson to past and future learning? How will you assess mastery?</i></p>	<p>Students will discuss their final questions and then discuss again the "Why" ...</p> <p>Why do you think we read this? Why is it important that we learn this? How can we use this information in our own lives?</p>	<p>5</p>