



# Types of Writing Lesson Plan: Grade 6

Grade Level: **Sixth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, sixth graders use BrainPOP resources to learn about common features of nonfiction writing. Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Types of Writing movie
  
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Make-A-Map: Compare and contrast two types of nonfiction writing strategies.
  
- 3. Assess:**
  - Take the Types of Writing Quiz

## Preparation

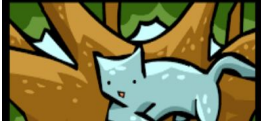
- Preview the BrainPOP. Movie, [Types of Writing](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Types of Writing movie](#) and [Vocabulary](#)
- Create and schedule Day 2 assignment: [Types of Writing movie](#), [Make-A-Map](#), and [Quiz](#)

## Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

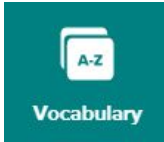
- *In what ways is nonfiction different from fiction?*
- *Why do authors write nonfiction?*

## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Types of Writing</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 0:47: What are the attributes of persuasive writing?</p> <p>Timecode 1:20: What are the attributes of descriptive writing?</p> <p>Timecode 1:50: What are the attributes of narrative writing?</p> <p>Timecode 2:13: What are the attributes of informative writing?</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on one specific type of writing.</li> <li>Pause at two key points and prompt students to <b>summarize</b>.</li> <li><b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>

## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development



- Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click “Flip All” or each term individually.

To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click **Save**, then **Submit To Teacher** and/or print out.

- **Print** Vocabulary.



- Students **write** a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.
- Assign a few of the six terms to individual students to **define** and **use in a sentence**.
- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students’ **home language**. Then say the words in English. Have the student repeat in English.
- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.
- Click the **speaker icon** to hear the term read aloud.



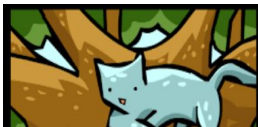
## DAY 2: Build Background (5 minutes)

### Lesson Steps

### Offline Modifications

### Modifications for Diverse Learners

### ELL/Language Development




- Watch the [Types of Writing](#) movie again.

Prompt students to find a fact or something

- Students return to their drawings of **key concepts from the first viewing** and add new details.

new that they didn't notice the first time.

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
 <p>4. Students open their Make-A-Map assignment. Or, if not using Assignment Builder, model how to open <a href="#">Make-A-Map</a>.</p> <p>Students choose two types of nonfiction writing featured in the movie and compare and contrast the strategies author's use for each type.</p> <p>When they finish, students click <b>Save</b>, then <b>Submit To Teacher</b> and/or print out.</p> <p>View <a href="#">rubric</a>.</p>	<ul style="list-style-type: none"><li>• <b>Create a paper version</b> of the concept map using index cards.</li></ul>	<ul style="list-style-type: none"><li>• Model how to complete the concept map by adding a few comparisons and contrasts between the two types of writing. Demonstrate how to add text, images, and movie clips.</li><li>• Assign a <b>partially completed map</b> to individual students.</li><li>• <b>Assign just one type of nonfiction writing</b> and have the student identify the strategies authors use for that one type.</li></ul>	<ul style="list-style-type: none"><li>• Say the types of writing in students' <b>home language</b> or English. Have them repeat it in English.</li><li>• Before students discuss, have them use their home language or English to <b>explain what they have read</b>.</li></ul>
DAY 2: Assess (5 minutes)			
Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development



5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.

- Print the [quiz](#) for students to complete.

- **Read aloud** the questions and answers.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by revisiting movie drawings.

- **Read aloud the quiz** in students' home language.
- **Highlight the key vocabulary** in a printable version of the quiz.
- **Support recall** by having students review drawings they made during the movie.