

## Reading/Writing/Speaking/Listening

In today's lesson	Tools/Scaffolds	Opportunities to Practice
How to write a thesis statement for Macbeth analysis essay	<p><b>Definition/Sentence Frames</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: Thesis Statement</li> <li>• Oral Review of definition of thesis statement</li> <li>• Sentence Frame Examples from Exit Slips</li> <li>• Sentence Combining—Model with my examples (See word list)</li> <li>• Sentence Combining—practice with 2 student examples</li> <li>• Student Examples—share out to group/class</li> </ul>	<ul style="list-style-type: none"> <li>• The students wrote the definitions on their exit slips for yesterday's class.</li> <li>• Student groups created sentence frames yesterday; wrote two on the exit slips.</li> <li>• The word list is one that we have been using this semester to improve/vary sentence structure.</li> </ul>
Practice with Thesis Statement	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• Oral Directions for task (numbered &amp; student repeats)</li> <li>• Students will write three possible thesis statements for the notes they collected yesterday.</li> <li>• Students will present their options for the thesis statement to their writing partners (3 students in groups).</li> <li>• Writing partners will give feedback on the sentences.               <ul style="list-style-type: none"> <li>○ Feedback stems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will draft three thesis sentence possibilities and then present those possibilities to their peers. They are practicing 2 things here—writing the sentences and presenting their ideas to their writing partners (skill they've been using all semester).</li> <li>• Students will give feedback using the feedback stems they have been using.</li> </ul>
Building evidence to support thesis	<p><b>Definition &amp; Modeling</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: Claim, Support, Evidence, Argument</li> <li>• Define claim, support &amp; evidence on graphic organizer</li> <li>• Review Argument (from last essay)</li> <li>• Model example for students</li> <li>• Small group practice on topic</li> <li>• Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>• Students have been using the words claim &amp; support in Social Studies—connect to that here and try to build definition as class.</li> <li>• Remind the students of the last essay they wrote and how they had to use evidence from the text—textual support.</li> <li>• Model filling out the graphic organizer on evidence to support thesis.</li> <li>• If needed, small group practice on this task (topic: Country music and rap music are/are not similar.)</li> <li>• Individual practice on topic.</li> </ul>
Exit Slip	<p><b>2 Questions:</b> What did I learn? What am I wondering?</p>	