PRESENTER SCRIPT · GRADE 6 · 6.RC.5 & 6.RC.8

Central Idea & Author's Argument: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can determine the central idea of a text and evaluate whether an author's claims are supported by evidence." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) A fact can be proven; an opinion is a belief. Examples vary. 2) No. "Everyone" is an exaggeration with no proof. 3) Written by an expert or trusted organization, accurate, up to date, can be checked in other sources.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: "Which ad is more convincing? A: "Our cereal is the BEST, everyone loves it!" B: "Our cereal has 8 grams of protein, twice the leading brand."" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Show two "ads": "Our cereal is the BEST, everyone loves it!" vs. "Our cereal has 8 grams of protein, twice as much as the leading brand." Ask which is more convincing and why.

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: CENTRAL IDEA — 3 min

Say	The central idea is what the whole text is mostly about. It is developed across several sections, not just one paragraph.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The CENTRAL IDEA is what the whole text is mostly about. (tap "Show the missing words" after students try.)
Explore	Students do: Write a one-sentence central idea for an article about how school gardens help bees.
Turn and talk	Say: "How is a central idea different from a topic?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Small local actions can help pollinators recover.. A central idea is a full statement.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: CLAIM, REASONS, EVIDENCE — 3 min

Say	An argument has a claim (position), reasons (why), and evidence (facts, statistics, examples, expert quotes). Strong evidence is specific, relevant, and reliable.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: An argument has a CLAIM, reasons, and EVIDENCE. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: Claim = Our school should start later.; Reason = Students need more sleep to learn.; Evidence = Doctors recommend middle schools start at 8:30 a.m. or later.. Students do: Label the flip cards claim, reason, and evidence.
Turn and talk	Say: "Which is stronger evidence: an expert statistic or a personal story? Can both be useful?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) A survey found 70% of students get less than 8 hours of sleep.. It is a specific statistic.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: UNSUPPORTED CLAIMS — 3 min

Say	Watch for unsupported claims: exaggeration ("everyone knows"), opinion words (best, worst), and no evidence at all.

Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Words like "EVERYONE KNOWS" and "best" often signal an UNSUPPORTED claim. (tap "Show the missing words" after students try.)
Explore	Students do: List the two unsupported phrases from the check.
Turn and talk	Say: "Why do advertisers use words like "best" and "everyone"?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: Everyone knows + is the best. They are exaggeration and opinion.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: COUNTERCLAIMS — 3 min

Say	Strong arguments address the other side (counterclaim) and respond with evidence: "Some people argue... However..."
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A COUNTERCLAIM is the other side. Strong writers RESPOND to it with evidence. (tap "Show the missing words" after students try.)
Explore	Students do: Write a "Some people argue... However..." sentence about later school start times.
Turn and talk	Say: "Why would a writer bring up the other side of an argument on purpose?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) It shows you considered the other side and can answer it. Answering the other side makes an argument stronger.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Diagram an argument on the board: Claim: "Our school should start later." Reason: teens need more sleep. Evidence: "The American Academy of Pediatrics recommends 8:30 a.m. or later." Circle the evidence and label it "expert source."
Reveal	Claim: Our school should start later. | Reason: Students need more sleep to learn well. | Evidence: The American Academy of Pediatrics recommends 8:30 a.m. or later. | Label: expert source = strong evidence.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Claim: Schools should have longer recess. | Evidence: A study found students focus better after 20 minutes of play. | Unsupported: "Recess is the best!" is opinion with no proof. | The strongest part is the study because it is specific and can be checked.
Answer	Claim, study = evidence, "the best" = unsupported

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(C) Some people argue that longer recess wastes learning time.. "Some people argue" introduces the other side.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: NEWSROOM FIELD TRIP — 0:20–0:48

Say	Open Newsroom Field Trip on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Which claim in the activity was best supported? Why? | What makes a source reliable? | How do authors make an argument stronger by including counterclaims?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Written by an expert or trusted organization, accurate, up to date, can be checked in other sources.

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "A strong argument just needs strong feelings." Arguments need evidence.
- "Statistics always prove a claim." Evidence must be relevant and from a reliable source.
- "The central idea is the topic." The central idea is a full statement about the topic.