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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans******\*Lesson Plans are subject to change at the discretion of the teacher.\**** |
| **Week of:****Dec 16- Dec 20** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**SWBAT cite text evidence and use sentence stems as evidence in an informational paragraph.**LO:**SWBAT cite evidence in writing byusing sentence stems from the bulletin board or sheet.**Learning Target:**I can cite evidence from text to support my analysis. | **CO:**SWBAT cite text evidence and use sentence stems as evidence in an informational paragraph.**LO:**SWBAT cite evidence in writing byusing sentence stems from the bulletin board or sheet.**Learning Target:**I can cite evidence from text to support my analysis. | **CO:**SWBAT cite text evidence and use sentence stems as evidence in an informational paragraph.**LO:**SWBAT cite evidence in writing byusing sentence stems from the bulletin board or sheet.**Learning Target:**I can cite evidence from text to support my analysis. | CardinalWarriorsTeamSkating atLincolnParkSkating | **PBIS Talent Show** |
| **Weekly Vocabulary****Academic Vocabulary:** cite textual evidence, complete sentence, run-on, transitions |
| **In class today:** | Students will research candy canes and organize and prewrite a paragraph on candy canes. | Students will write a complete informational writing piece about candy canes. | Students will finish writing an informational paragraph and cite textual evidence correctly through the use of sentence stems: candy canes | skating | **PBIS Talent Show** |
| **Instructional****Outcome:** | FCAs:Cite text evidenceNo run on sentencesProper Punctuation | FCAs:Cite text evidenceNo run on sentencesProper Punctuation | FCAs:Cite text evidenceNo run on sentencesProper Punctuation |  | **PBIS Talent Show**  |
| **CCS Covered and Strand** | [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  | **PBIS Talent Show** |

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| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |