|  |
| --- |
| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans*** |
| **Week of:****Dec 2- Dec 6** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:** SWBAT demonstrate composition of an informational text by using relevant details and inferences in their Google slides.**LO:** SWBAT create slides identifying and defining a phobia while identifying relevant supporting details.**Learning Target:** I can support my claim(s) with reasons and evidence. | **CO:**SWBAT introduce a topic by creating a Google slideshow of their selected phobia and show organization of their ideas.**LO:** SWBAT write and organize information in complete *sentences* and include relevant details in a Google slideshow.**Learning Target:**I can support my claim(s) with reasons and evidence. | **CO:**SWBAT introduce a topic by creating a Google slideshow of their selected phobia and show organization of their ideas.**LO:** SWBAT write and organize information in complete *sentences* and include relevant details in a Google slideshow.**Learning Target:**I can support my claim(s) with reasons and evidence. | **CO:**SWBAT present information about a specific phobia in a clear, cohesive manner through Google slides.**LO:**SWBAT speak clearly to present a phobia to the class from their Google slide presentation.**Learning Target:**I can speak clearly to an audience. | **CO:**SWBAT present information about a specific phobia in a clear, cohesive manner through Google slides.**LO:**SWBAT speak clearly to present a phobia to the class from their Google slide presentation.**Learning Target:**I can speak clearly to an audience. |
| **Weekly Vocabulary****Target Vocabulary: phobia****Academic Vocabulary: transitions, relevant, supporting, identify** |
| **In class today:** | -students will continue to make a Google slideshow to share their expository text on phobias-individual support as needed | -students will continue to make a Google slideshow to share their expository text on phobias-individual support as needed | -students will continue to make a Google slideshow to share their expository text on phobias-individual support as needed | -Students will present their own Phobia slide show to their peers-students will use active listening  | -Students will present their own Phobia slide show to their peers-students will use active listening  |
| **Instructional****Outcome:** | Students final slideshow will be graded on FCAs:-5 complete slides-relevant supporting details-6th grade writing skills | Students final slideshow will be graded on FCAs:-5 complete slides-relevant supporting details-6th grade writing skills | Students final slideshow will be graded on FCAs:-5 complete slides-relevant supporting details-6th grade writing skills | Students final slideshow will be graded on FCAs:- 5 complete slides-relevant supporting details-6th grade writing skills | Students final slideshow will be graded on FCAs:- 5 complete slides-relevant supporting details-6th grade writing skills |
| **CCS Covered and Strand** | [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/)Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/)Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/)Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | [CCSS.ELA-LITERACY.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/)Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | [CCSS.ELA-LITERACY.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/)Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

|  |  |
| --- | --- |
| **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.  |

***\*Lesson Plans are subject to change at the discretion of the teacher.\****